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ABSTRACT

National results for writing, one of the subjects assessed by National Assessment during 1969-70, were reported in November 1970. In the present report, results are presented by age (9, 13, 17 and young adults between 26 and 35) and by three classifications: (1) sex, (2) region: southeast, central, west, and (3) size of community: big cities, urban fringes, medium-size cities and smaller places. The data are examined for evidence of patterns of performance--for example, in general, how do males and females compare in percentage of successful performance? How does each region compare with the nation as a whole? How does each size of a community compare with the nation as a whole? The general, or typical, behavior is described, and then exercises on which a group performed much above or much below its own typical level are described and discussed. The general findings are: (1) Females perform better than males at all four ages, but their advantage is greater for 17s and adults than for 9s and 13s; (2) The northeast and central regions typically are above the nation as a whole; (3) The urban fringe typically performs above the nation as a whole, and the advantage is greater at ages 17 and adult than at ages 9 and 13. Three appendices are attached. For related document, see TE 002 474. (CK)

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WRITING

GROUP RESULTS A 1971

TE 002 475

REPORT 5
1969-70 Assessment
Sex, Region, Size of Community

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
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A Project of the Education Commission of the States

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NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

A Project of the Education Commission of the States

NATIONAL ASSESSMENT REPORT 5

1969-1970 WRITING: GROUP RESULTS FOR SEX, REGION, AND SIZE OF COMMUNITY

(Preliminary Report)

April, 1971

National Assessment of Educational Progress

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SUMMARY

National results for writing, one of the subjects assessed by National Assessment during 1969-1970, were reported in November, 1970. In the present report, results are presented by age (9, 13, 17, and young adults between 26 and 35) and by three classifications:

Sex
Region: Northeast, Southeast, Central, West
Size of Community: Big Cities, Urban Fringes, Medium-Size Cities, and Smaller Places

The data are examined for evidence of patterns of performance--for example, in general, how do males and females compare in percentage of successful performance? How does each region compare with the nation as a whole? How does each size of community compare with the nation as a whole? The general, or typical, behavior is described, and then exercises on which a group performed much above or much below its own typical level are described and discussed.* The general findings are:

Typical Behavior

Sex

1. Females perform better than males at all four ages, but their advantage is greater for 17s and adults than for 9s and 13s.

Region

1. The Northeast and Central regions typically are above the nation as a whole. In the Northeast, the advantage is most obvious for 9s and 13s, less so for 17s and adults. In the Central region, the above-national typical performance for adults is more pronounced than that for the other three ages.

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*The method for describing typical behavior of groups and atypical exercises is explained in Chapter 1.

2. The Southeast performance is below the nation as a whole at all ages, and the below-national performance tends to be lower at older ages.

3. Performance in the West differs between ages, 9s and 13s typically performing below the nation as a whole, 17s and adults, above.

Size of Community

1. The Urban Fringe typically performs above the nation as a whole, and the advantage is greater at ages 17 and adult than at ages 9 and 13.

2. Medium-Size City performance also is above the nation as a whole, but the advantage is not as great as that in the Urban Fringe.

3. Performance of Smaller Place respondents is below the national, and the deficit increases from 9 to 13 to 17 to adult.

4. Big City performance typically is below the nation as a whole; 13s follow this pattern, but are not as far below the national results as the other three ages.

Atypical Exercises

Atypical exercises are those on which a group does much better or worse than its typical performance. For example, females typically do better than males, but there are exercises on which males do very well, and much better than the typical performance.

Sex

Of the 84 exercises administered, 13 are atypical, and 10 of them favor males. Seven of these 10 have some type of masculine content--either males are mentioned in the exercise, or the exercise involves activities or interests generally considered masculine. Of the three exercises showing a female advantage, two show more females than males saying they wrote letters to friends.

Region

The number of atypical exercises ranges from nine in the Central region to 17 in the Southeast. Within each region, some of these exercises are above the typical behavior for the groups, some are below.

In the Southeast, which typically performs below the nation as a whole, nine of the 17 atypical exercises show above-typical performance. All of these exercises ask respondents to indicate, for example, things they have written for fun, whether they have contributed writing to a publication other than a school publication, whether they have left a written message for anyone in the past 12 months. In contrast, the eight exercises on which the Southeast does atypically poorly require respondents to perform some writing task.

In the Northeast, on the other hand, where performance is typically above the national, the "report of activity" exercises were often below the typical performance. Of eight atypically poor exercises, five ask for a report of activity. Looking at the exercises which require performance of a task or knowledge about writing, on the other hand, we find six out of six atypically good exercises are of this type.

In the Central and Western regions, report on activity and performance exercises do not follow this pattern.

Size of Community

Results for the report of activity exercises follow a similar pattern in size of community as for region. In the Big Cities, which typically are below the nation as a whole, the report of activity exercises show atypically high percentages of acceptable responses; eight of 12 atypically high exercises are of this type. In the Urban Fringes, which typically are above the nation as a whole, these exercises show atypically low percentages of acceptable responses; six of 10 below-typical performance exercises are of this type.

The results for Medium Cities and Smaller Places tend to conform to this pattern as well. Typically, Medium-Size Cities do better than the nation as a whole; responses to the report of activity exercises often are

below their typical performance--five of seven atypically low exercises are of this type. Smaller Places, on the other hand, typically are below the nation as a whole, but they do atypically well on the report of activity exercises; five of eight atypically high exercises are of this type.

In the size-of-community groups, the exercises which require respondents to perform some writing task do not follow any particular pattern; some are among atypically high exercises, others, among atypically low exercises.

For both region and size of community, then, results for atypical exercises which ask respondents to tell what writing they have done tend to be the reverse of the typical performance for a group. There is no way to tell from our data whether the atypically high acceptable response of certain groups on report of activity exercises reflects actual performance, or some desire to give answers perceived as desirable.

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INTRODUCTION

The National Assessment of Educational Progress (NAEP) was created to gather information about the knowledge, skills, and attitudes of persons at four selected age levels (9, 13, 17, and adults 26-35) in several subject areas.* Data were gathered for the area of writing in 1969-70. The national results of the writing assessment were reported in November, 1970.** This report presents the writing results for the four age groups classified by sex, geographic region of the nation, and size of community. Groups within these classifications are:

Sex

Geographic Region: Northeast, Southeast, Central, and West.

Size of Community: Big Cities, over 200,000 population; Urban Fringes around Big Cities; Medium-Size Cities, from 25,000 to 200,000 population; and Smaller Places, under 25,000 population.

Appendix A defines the age, geographic region, and size-of-community groups more specifically. Results classified by type of community, color, and parental education, and results which consider several groups together (for example, sex differences within geographic regions) will be presented in the future.

Objectives

The writing exercises were developed to assess attain-

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* Currently, the assessment areas are: art, career and occupational development, citizenship, literature, mathematics, music, reading, science, social studies, and writing.

**National Assessment Report 3. 1969-70 Writing: National Results, available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

ments specified by one of the following objectives:

1. Write to communicate adequately in a social situation.

2. Write to communicate adequately in a business or vocational situation.

3. Write to communicate adequately in a scholastic situation.

4. Appreciate the value of writing.

A discussion of the development of the writing objectives and a more detailed statement of the objectives may be found in the NAEP brochure, Writing Objectives.*

Types of Exercises and Scoring

Three types of writing exercises were developed. One, a short-answer type, asked respondents to perform such tasks as to fill out a job application blank with appropriate information or to write a letter containing all information necessary to order something. Responses which provided the appropriate or correct information were scored acceptable.

Almost all Objective 4 exercises asked respondents to give a report of activities. These exercises had no clearly correct or incorrect answers, but certain responses were considered more desirable than others. These desirable responses were scored acceptable. One exercise of this type asked respondents if they had written a letter ordering something in the mail during the last 12 months. A "yes" response would not clearly be more correct than a "no" response, but it would be likely to be more desirable in terms of the objective, "Appreciate the value of writing." A few Objective 4 exercises differed from this type and attempted to determine respondents' knowledge about the importance of or need for writing skills.

A third type of exercise required respondents to write

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* Norris, Eleanor L. (Ed.) Writing Objectives. Ann Arbor, Michigan; Committee on Assessing the Progress of Education, 1969.

an essay or letter on some given topic. All Objective 3 exercises were of this type (as were Objective 1 exercises R212 and R410). Responses were scored on a number scale on the basis of overall writing ability.* Appendix B shows examples of responses which represent points on the scale reached or exceeded by approximately 85% of all respondents (low quality responses), by approximately 50% of the respondents (middle quality responses), and by approximately 15% (high quality responses). Only essays of middle quality or better are considered in group comparisons in the following chapters. In presenting results for these middle quality essays, the phrase "52% wrote essays of middle quality" (or reached middle quality) is often used. This is to say that 52% wrote essays of <u>at least</u> middle quality.

Administration of Exercises

In addition to writing, NAEP assessed science and citizenship during the first year. Booklets, or packages, of exercises which could be administered in approximately 45 minutes were assembled containing exercises from each of these subject areas. The number of respondents in the nation to which each package was administered varied as shown in Exhibit 1-1.

EXHIBIT 1-1

Number of Respondents

Age	Numbers
9	1852 to 2466
13	1569 to 2428
17	2098 to 2223
Adult	632 to 919

Most packages were made up of exercises which could be administered to groups. The instructions and actual exercises for group-administered packages were presented by tape recorder while the respondents followed along

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* A detailed description of the scoring of essay exercises is in the report: <u>Writing</u>, <u>National Results</u>.

in their packages. This ensured consistency of administration and prevented the exercises from becoming reading tasks. Some packages, however, were made up of individually administered exercises and were given to smaller samples at ages 9, 13, and 17. Since some 17-year-olds were not in school, either because they had dropped out prior to completing high school or because they had completed high school at an early age, a sample of out-of-school 17-year-olds was included. The results from in-school and out-of-school 17-year-olds have been combined to represent all 17-year-olds. All adult packages and those for out-of-school 17-year-olds were individually administered in the respondents' homes.

Percentage of Success

For exercises scored acceptable/unacceptable, percentage of success is defined as the percent of respondents who gave acceptable responses to a given exercise. Appendix C shows the national percentage of success and the difference between the national percentage of success and the percentage of success for each geographic region, size-of-community, and sex group.

A somewhat different approach is used to determine percentage of success for the essay exercises. Data for these exercises which are used for comparisons in Chapters 2, 3, and 4 are based on the overall score reached or exceeded by approximately 50% of all respondents (middle quality responses). This quality was taken as the national percentage of success for an essay exercise. The percentage of respondents in a group who wrote essays of a quality corresponding to the national is taken as that group's percentage of success. The percentages in each group writing middle quality essays are shown in Appendix C.*

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* Data for high quality essays (those reached or exceeded by about 15% of all respondents) and low quality essays (written by about 85% of all respondents) also are shown in Appendix C, but are not discussed in the text.

Describing the Data

In the interests of clarity and ease, as few numerical comparisons are made as will adequately describe the data. When there are only two groups, as with sex divided into male and female, one numerical comparison will suffice. One group is compared with the other, and the number obtained is called the difference.

$$\left[\begin{array}{l}\text{Male-Female}\\ \text{Difference}\end{array}\right] = \left[\begin{array}{l}\text{Male}\\ \text{\% Success}\end{array}\right] - \left[\begin{array}{l}\text{Female}\\ \text{\% Success}\end{array}\right]$$

For example, one exercise given at age 9 shows 66% of the males and 61% of the females responding successfully. Using the procedure above,

$$\begin{array}{l}\text{Male-Female}\\ \text{Difference}\end{array} = 66\% - 61\% = 5\%$$

When there are more than two groups, such differences are not as simple to use. With four groups, such as four regions or four community sizes, simplicity is gained by comparing the percentage of success of respondents in each group with that of respondents in the nation as a whole, and the number obtained is called an effect. An example is:

$$\left[\begin{array}{l}\text{Northeast}\\ \text{Effect}\end{array}\right] = \left[\begin{array}{l}\text{Northeast}\\ \text{\% Success}\end{array}\right] - \left[\begin{array}{l}\text{National}\\ \text{\% Success}\end{array}\right]$$

For one exercise which 91% of 9-year-olds in the Northeast and 88% of all 9-year-olds answered successfully, the regional effect is:

$$\begin{array}{l}\text{Northeast}\\ \text{Effect}\end{array} = 91\% - 88\% = 3\%$$

What Should be Described?

This report examines the performance of a group--say the West or Medium-Size Cities--on all exercises administered to it in comparison to the performance of the nation. Thus examined, some exercises will show an advantage for the group (group percentage of success higher than national) and others a deficit (group percentage of success lower than national); but over all exercises, there is often a tendency toward one or the other. This

tendency is described as the typical behavior of exercises.

Since not all exercises show the same advantage or deficit for the group, description of the typical behavior of all exercises in the class is usually not enough. More can be learned from studying individual exercises for which the group advantage or deficit differs substantially from this typical behavior. If an appropriate rule is used to identify these atypical exercises, it will be worthwhile to mention each of them individually, telling something of their nature and reporting what advantage or deficit each shows when the group is compared with the whole country. Typical behavior and atypical exercises are also discussed in relation to sex, except that males and females are compared with each other, rather than each sex with the whole country.

What Shall be Typical?

The behavior of a set of exercises can be summarized simply and clearly by the median (midpoint) of the differences from the national percentage of success, or of the differences between male and female percentage of success. The median is a summary value such that an equal number of the values summarized lie on either side of it. For example, there are 16 exercises at the adult level. For male-female differences (see Exhibit 2-1, page 11), eight exercises are above the median difference of -3.5%, and eight are below. Females did better than males by at least 3.5% on eight exercises, while on the other eight exercises, either females did better than males by less than 3.5% or males did better than females.

The median is an effective typical value because it is simple to understand, and because it is little affected by the presence or absence of unusual values.

Defining Atypical Exercises

While only a sample of each age group responded to each exercise, National Assessment results are concerned with whole populations--sometimes with all 13-year-old males, sometimes with all 17-year-olds

in the Northeast, sometimes with all 9-year-olds in Medium-Size Cities, and so on. Thus there must always be a step from sample to population in interpreting National Assessment results, allowing for the inescapable small differences between sample results and population facts. This inevitably raises statistical considerations--considerations which guide the approaches, expositions, and statements in this report without interfering excessively with the reporting and discussion of results.

The samples taken in National Assessment were well designed scientific probability samples. As a result, it is possible to assess how large the differences between sample value and population value are likely to have been for almost any quantity desired--for example, a male-female difference. Results of such calculations have guided the choices in this report of how large a departure from the typical (median) behavior qualifies an exercise for separate consideration.

It is possible to estimate the amount of variation among these sample group differences and effects by a statistic called the standard error. A standard error is obtained for each comparison--for example, for a regional percentage of success less the national percentage of success. Atypical exercises are determined by comparing the effect or difference for an exercise with the median effect or difference for a group, always taking the sampling variation into account. If the ratio of the comparison to its standard error is sufficiently different from 0, the exercise is regarded as atypical.

This report adopts the statistical convention that this ratio must differ from 0 by 1.96 or more for the difference to be considered atypical and worthy of attention.* Since there were from 16 to 26 exercises at each age, one should expect an average of about one atypical exercise at each age as a matter of pure chance. If two atypical exercises

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* When this ratio is 1.96 or more, there is only a 5% (or less) probability that the observed difference occurred by chance.

are found at an age, one probably occurred by chance and both might well have.

The size of the standard error varies from exercise to exercise. Therefore, an exercise which shows a relatively small difference between typical performance and success on that exercise may be atypical if the standard error is also small. Conversely, what appears to be a large difference will not, if the standard error is also large, meet the criterion to be considered atypical.

For each exercise, the national percentage of success, group effects, and the standard error for each effect are given in Appendix C.

Reporting Exercises

In reporting the national writing results, the texts of approximately 50% of the administered exercises were released. These are shown with the national results for each in Appendix B. The other 50% of the writing exercises have been withheld to be readministered the next time writing is assessed. Results of these unreleased exercises are given, with those for the released, in Appendix C, but the content of the unreleased exercises is not given in detail in the text.

Exercises are referred to throughout this report by three-digit numbers preceded by a letter, as shown in Exhibit 1-2.

EXHIBIT 1-2

Numbering of Exercises

Age	Released Exercise Number	Unreleased Exercise Number
9	R101-R112	U601-U611
13	R201-R214	U701-U712
17	R301-R310	U801-U809
Adult	R401-R410	U901-U906

Some exercises were administered at more than one age. These are called overlap tasks. The released overlap

tasks are numbered Overlap Task 1 through Overlap Task 12. Unreleased overlap tasks are lettered a, b, etc.

Interpreting Results

Many factors affect an individual's performance level in the subject areas assessed by NAEP. One reason for assessing these subject areas by classifications such as sex, geographic region, and size of community is to describe differences in performance (if any) between members of one group and another. When looking at the results for groups within one classification at a time, however, one cannot say that a difference or effect is due solely to the individuals' being members of the group in question. The fact that individuals belong to a certain sex, geographical region, or size of community is not necessarily the cause of their doing better or worse.

2.

MALE-FEMALE DIFFERENCES

This chapter examines the performance of males compared to females. The median male-female difference favors females at all ages, and this advantage becomes more apparent at the higher age levels. Exercises having male-female differences departing atypically from the median differences occur at all age levels.

Differences Within Age Levels

A male-female difference on an exercise is obtained by subtracting the female percentage of success from the male percentage of success. Therefore, a positive difference indicates a male advantage and a negative difference indicates a female advantage for a given exercise. Exhibit 2-1 gives the distribution of male-female differences for all administered exercises at each age level. Each interval represents one percentage unit; for example, the first interval above 0 represents any exercise which has a male-female difference between 0.00% and 0.99%. Small depatures from the median differences may be atypical in some cases, and large departures may not be atypical. This is due to the varying magnitude of the standard errors (see Chapter 1). Exercises written for Objective 4, most of which asked respondents to give a report of activities, are recorded to the left of the vertical line. Exercises written for Objectives 1, 2, and 3, which asked respondents to do something, are recorded to the right of the vertical line.

There is no apparent difference between males and females in what they do and what they say they do regarding writing behaviors. Both types of exercises tend to distribute around the median in about the same way. The dispersion of exercises is about the same at all age levels except for several extreme exercises.

Exhibit 2-2 lists the exercises for which the male-female differences* are atypical, i.e., each departs from the

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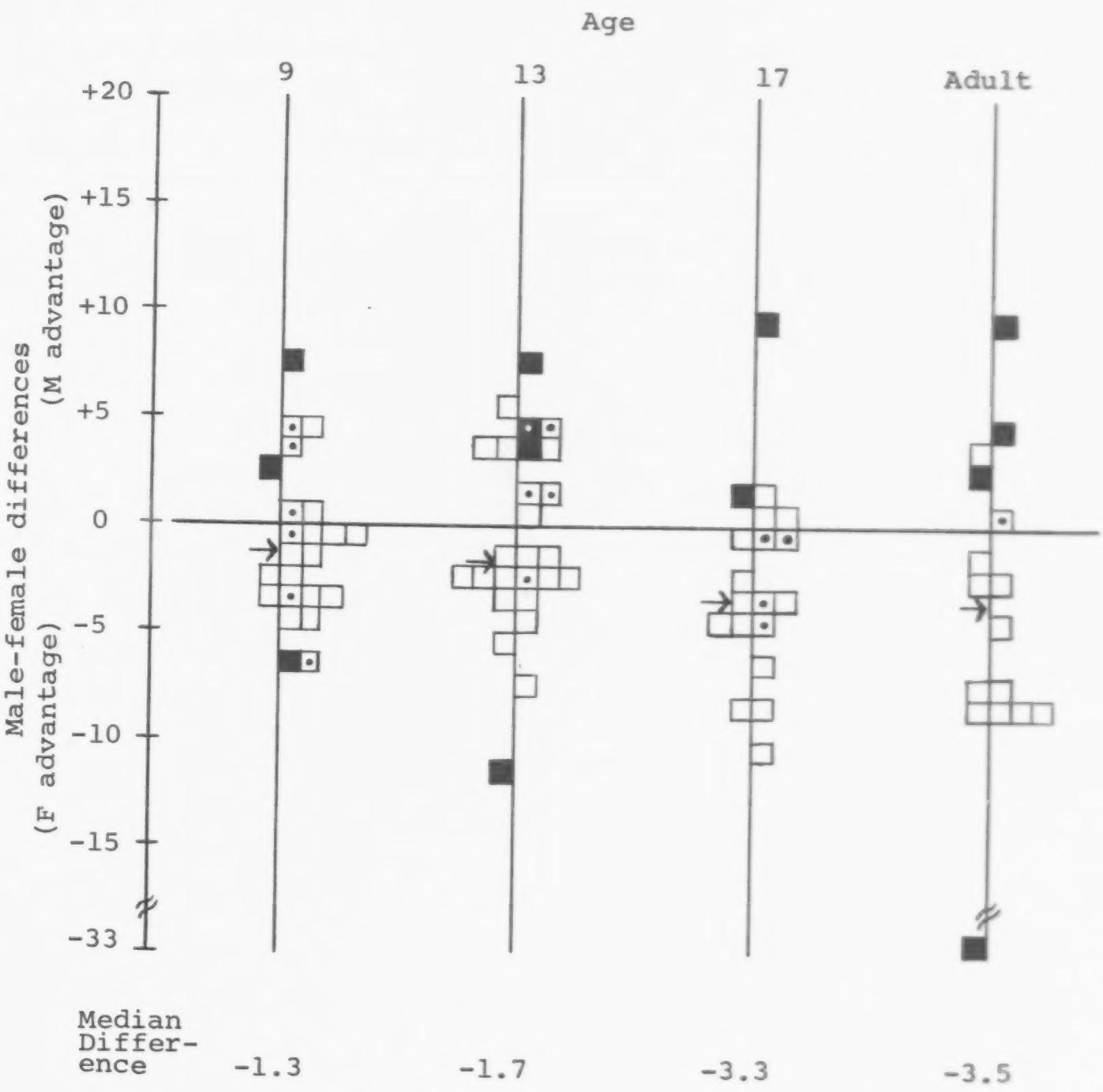
* These differences have been rounded to the nearest whole percent.

Exhibit 2-1

Male-female differences by age



■ = Atypical exercise ⊡ = Essay

◘ = Atypical essay □ = Regular exercise

→ = Interval in which median lies

Exercises assigned to Objective 4 are on the left of the vertical line for each age; exercises assigned to Objectives 1, 2, and 3 are on the right.

Exhibit 2-2

Atypical male-female difference
(Total atypical exercises = 13, where 4 expected by chance)

Exercise Number	Male % Success	Female % Success	Difference (M % - F %)	Exercise Content* and Objective
		Age 9		
U604	33.3	25.6	8	----- (1)
R108	94.7	92.2	3**	Written for fun? (4)
(Median difference)			(-1.3)	
U601	82.8	89.7	-7	----- (1)
		Age 13		
R204	49.1	41.5	8**	Order seahorses (2)
R212	51.1	46.5	5	"Pen pal" (1)
U705	14.3	10.6	4	----- (2)
(Median difference)			(-1.7)	
U707	72.2	83.4	-11**	----- (4)
		Age 17		
U801	57.1	47.3	10**	----- (1)
R307	84.4	82.7	2	Written outside school? (4)
(Median difference)			(-3.3)	
		Adult		
R402	43.2	33.3	10**	Describe accident (1)
U903	37.9	33.3	5	----- (2)
R406	98.8	96.2	3**	Read during week? (4)
(Median difference)			(-3.5)	
U905	48.1	81.6	-33**	----- (4)

* Content phrase ending with ? indicates Objective 4 exercise; phrase in quotes indicates an essay; dashes indicate unreleased exercises.

** Indicates highly atypical exercises which depart from the median difference by at least 2.58 times its standard error.

median difference at that age level by at least 1.96 times its standard error. Any difference which is highly atypical and departs from the median difference at that age by 2.58 times its standard error is indicated by a double asterisk (**).*

Age 9. The median male-female difference is -1.3%. Typically, therefore, slightly over 1% more females than males perform acceptably.

Of the 23 exercises administered, three show atypical departures from the median difference. When asked to indicate, from a list, which of several types of writing they had done for fun (R108), 3% more males than females said they had written at least one of the things listed. The remaining two atypical exercises are unreleased. Males performed better than females when asked to write about a kite. More females, however, wrote acceptable cheerful messages.

Age 13. The median male-female difference is -1.7%. Typically, therefore, nearly 2% more females than males perform acceptably.

Four of the 26 exercises show atypical departures from the median difference. Males were able to write an acceptable letter, containing certain essential information, ordering a pair of seahorses (R204) more often than females by 8%. When asked to write a friendly and newsy letter to a "pen pal" in another country (R212), 5% more males than females wrote middle quality essays or better. Two atypical exercises are unreleased, one showing more males than females able to perform a task related to business writing. More females than males gave acceptable responses when reporting a certain type of letter writing activity.

Age 17. The median male-female difference is -3.3%. Typically, therefore, slightly over 3% more females than males perform acceptably.

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* A difference as large as 1.96 times its standard error is expected by chance about five times in 100; a difference as large as 2.58 times its standard error is expected by chance about one time in 100.

Of the 19 exercises, two show atypical male-female differences. When asked to indicate, from a list, which of several types of writing they had done outside of school (R307), 2% more males than females said they had written at least one of the things listed. This is consistent with the results for the similar exercise administered at age 9, but the male advantage has decreased by about 1 percentage point. One atypical exercise is unreleased. Males performed better than females when asked to write a message involving two boys.

Adults. The median male-female difference is -3.5%. Typically, therefore, between 3% and 4% more females than males perform acceptably.

Four of the 16 exercises show atypical male-female differences. When asked to fill out a report of an automobile accident as depicted in a diagram (R402), 10% more males than females did so in an acceptable manner. When asked which of several categories of written material (varying from books and magazines to business letters and recipes) they had read during the past week (R406), 3% more males than females said they had read more than one category. Two atypical exercises are unreleased. More males than females performed a letter-writing task involving a male friend acceptably. More females than males gave an acceptable response when reporting a certain type of writing behavior.

Overlap Tasks. None of the tasks which were administered at more than one age level show atypical male-female differences at all the age levels at which they were administered. The occurrences of atypical differences form no particular pattern. Exhibit 2-3 lists the overlap tasks which show at least one atypical difference. A specific exercise which departs from the median difference for its age level by at least 1.96 times its standard error is marked with one asterisk (*); an exercise which departs from the median difference by at least 2.58 times its standard error is marked with two asterisks (**).

Exhibit 2-3

Overlap Tasks Showing at Least One Atypical Difference

Overlap Task	Age	Exercise Number	Difference (M%-F%)	Exercise Content and Objective
4	17	R303	-10	Describe accident (1)
	Adult	R402	10**	
6	13	R204	8**	Order seahorses (2)
	17	R305	1	
	Adult	R405	-4	
9	9	R108	3**	Written outside school? (4)
	13	R209	-3	
	17	R307	2*	
b	13	U703	-1	
	17	U801	10**	------ (1)
e	13	U707	-11**	------ (4)
	17	U806	-9	
	Adult	U905	-34**	

Summary

The median male-female differences at the four age levels indicate that typical writing behavior favors females and that the female advantage increases with age. The largest increase in this advantage occurs between ages 13 and 17 (-1.7 to -3.3). Males and females typically do not differ in writing skills at ages 9 and 13 as much as they do at age 17 and the adult level. Even at these higher age levels, however, the female advantage is not shown on every exercise.

Of the three exercises which show atypical differences favoring females, two are identical at different ages, asking for a report about writing activity. The third exercise required respondents to perform a writing task. Seven of the ten exercises which show atypical differences favoring males have some type of masculine content. Either males are mentioned in the exercise, or the

exercise involves activities or interests generally considered masculine. Of the other three exercises, two were given at different ages and asked what respondents had written outside of school; the other asked respondents what they read during the week. The common feature of these exercises was a request for a report of activities. All seven exercises having masculine content requested respondents to do something.

CORRECTIONS TO NATIONAL ASSESSMENT WRITING REPORT 5

Chapter 3.

1. Median for Southeast adults should read -8.0%. This changes:

   p. 18, Exhibit 3-1, Southeast adults only
   p. 20, Exhibit 3-3, for Southeast adults, the arrow moves down one line and the number at the bottom of the adult vertical reads -8.0
   p. 26, Exhibit 3-7, under adults, the median should be -8.0
   p. 27, line 1 of the section headed Adults, should read, "Median performance for Southeast adults is 8.0%" (below the national percentage).

Done

2. Numbers in the section on Overlap Tasks (pp. 32-33) have been corrected. Replace these two pages with the two pages headed:

   Replaces old page 32
   Replaces old page 33

3. Median for Northeast 17s, Objective 1, 2, and 3 exercises only, changes from 1.0% to 2.0%. This changes:

   p. 35, Exhibit 3-12, the point for Northeast 17s should be moved up to 2.0%.

3.

REGIONAL RESULTS

In structuring the sample for National Assessment the country was divided into four regions: Northeast, Southeast, Central, and West. The components of these regions are described in Appendix A.

To a certain extent the four regions may be looked upon as educational as well as geographic units, and comparisons among them can be meaningful. The November, 1970, report for writing discussed the national percentages in the various age groups who responded acceptably to each of the released exercises, and also provided limited information on the unreleased ones. In this chapter of the present report the quantities of interest are the regional effects and the atypical exercises within region. Results for released and unreleased exercises are presented, and released exercises themselves are reproduced in Appendix B.

The general picture may be seen in Exhibit 3-1, which shows the median difference from national percentages for each region at each age level. It appears that respondents in the Northeast perform above the country as a whole, but their superiority tends to diminish with age. The Central region also shows an advantage. The Southeast is below the national percentage at each age. In the West, the 9s and 13s are slightly below the national value, and the 17s and adults are above.

The distributions of regional effects for all exercises are shown separately for the four regions in Exhibits 3-2 through 3-5. The general location of each graph on the scale is, of course, in accord with the median differences shown in Exhibit 3-1. The marked superiority of the Northeast and Central regions over the Southeast at age 9 may be seen by imagining the three distributions on the same graph. At the later ages the superiority is less distinct.

For each region, the effects for a total of 84 exercises are displayed in Exhibits 3-2 through 3-5. In the Northeast, 64 of the effects, or 76%, were positive; that is, on 76% of the exercises the Northeast respondents did better than the national percentages. Corresponding data for the other regions are: Southeast, 11%; Central, 80%; and West, 54%.

Exhibit 3-1

Regional effects by age

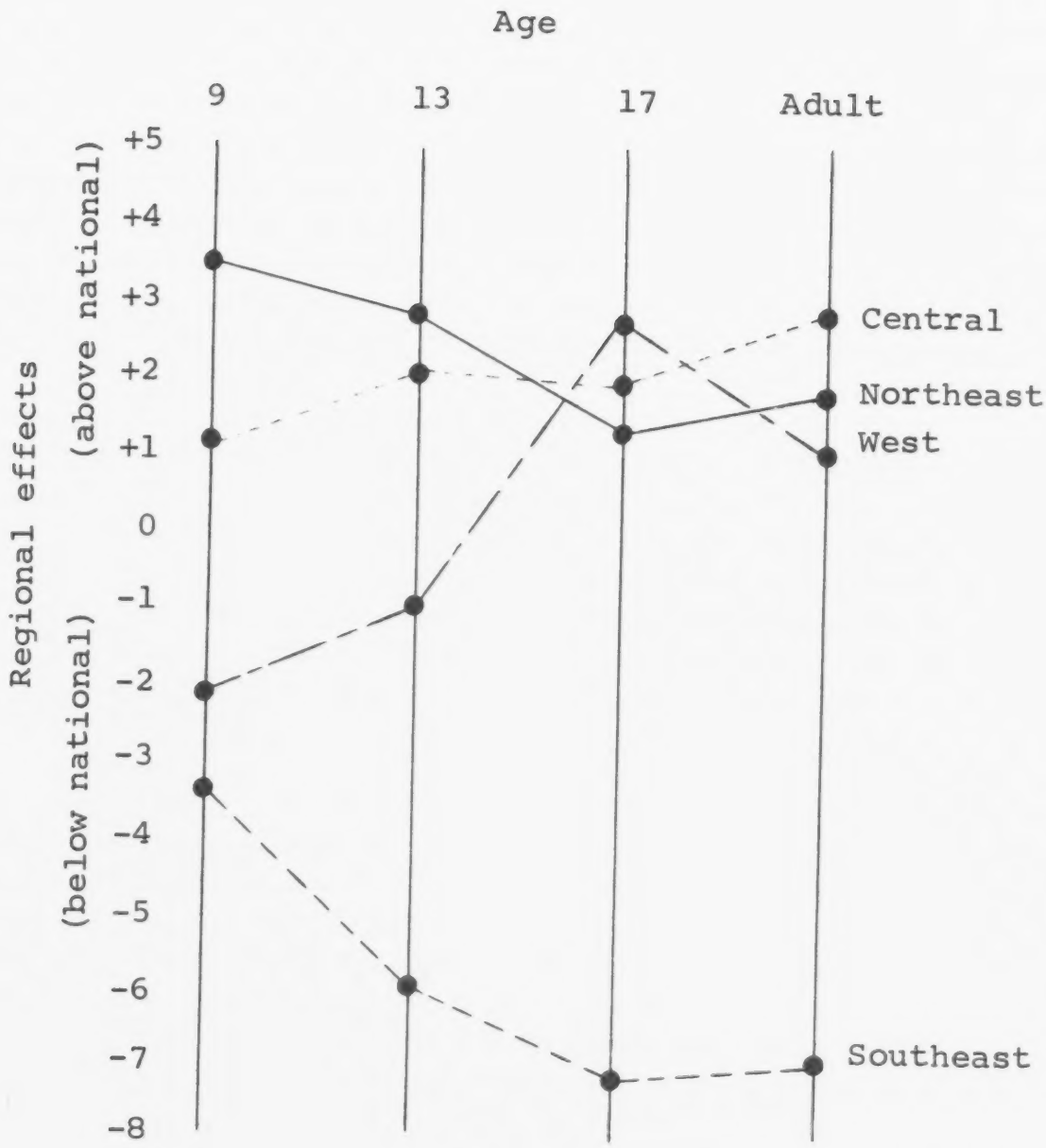
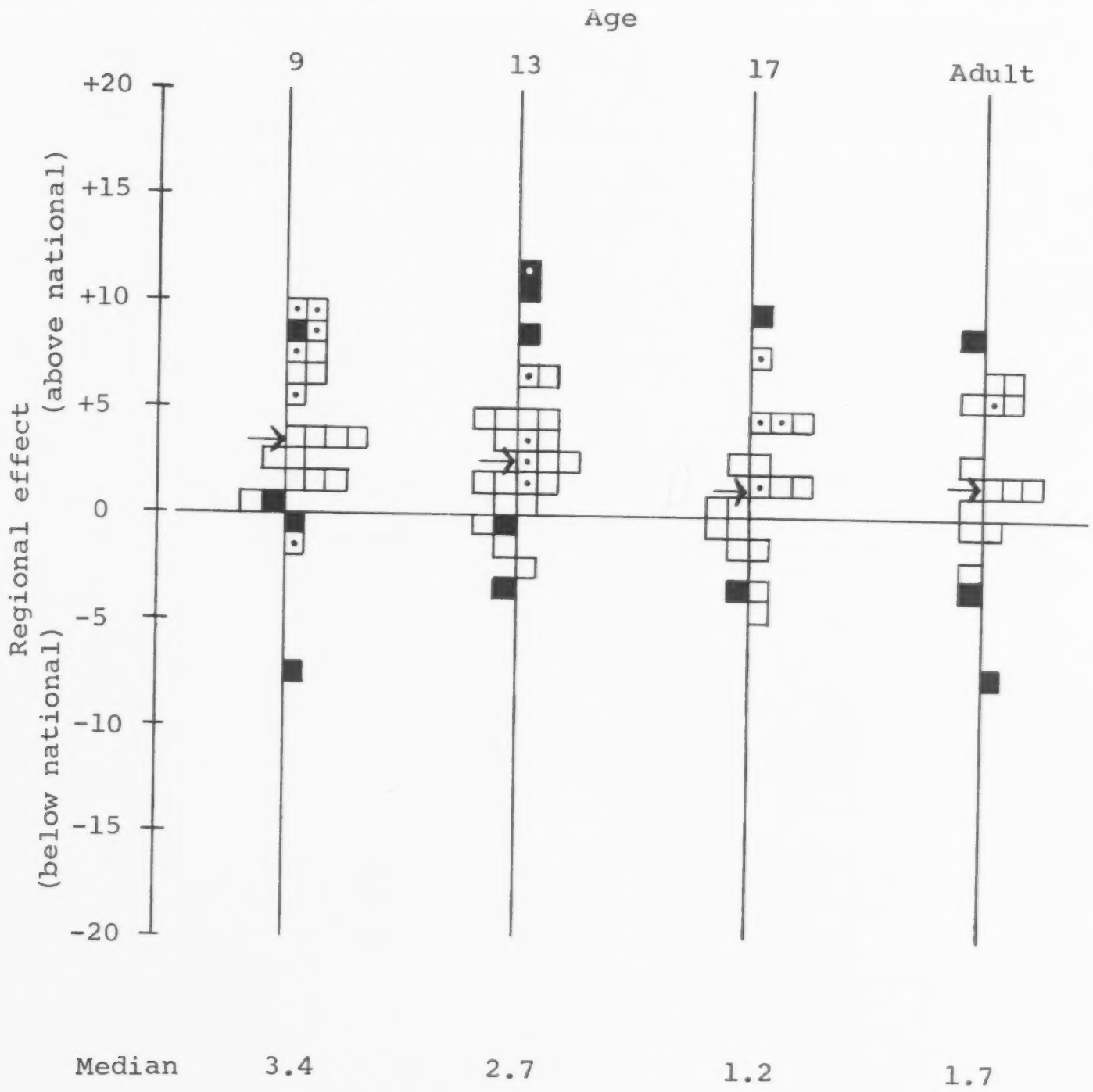


Exhibit 3-2

Distribution of Northeast effects by age



Median	3.4	2.7	1.2	1.7

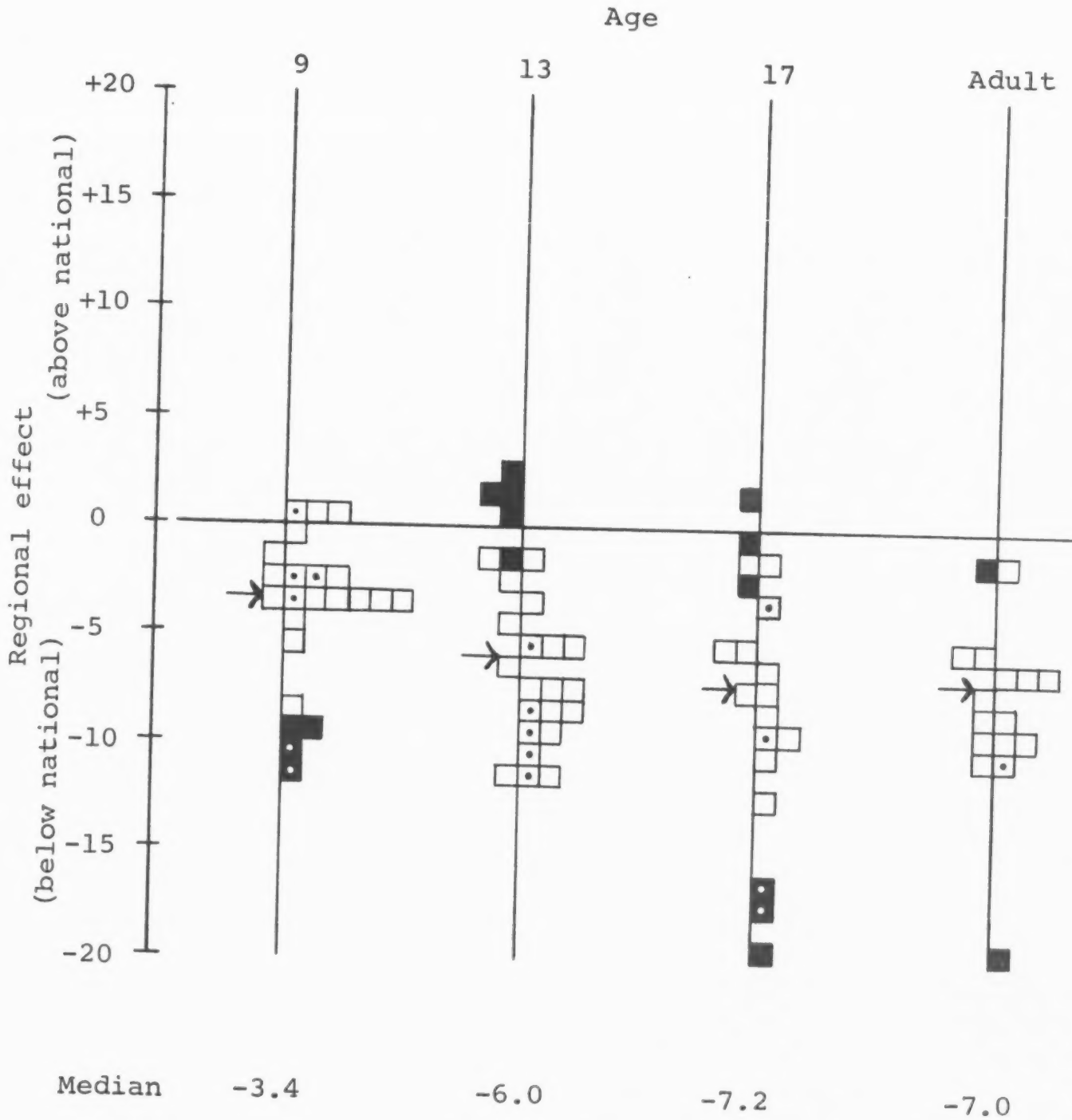
■ = Atypical exercise ⊡ = Essay

◘ = Atypical essay □ = Regular exercise

→ = Interval in which median lies

Exercises assigned to Objective 4 are on the left of the vertical line for each age; exercises assigned to Objectives 1, 2, and 3 are on the right.

Exhibit 3-3
Distribution of Southeast effects by age



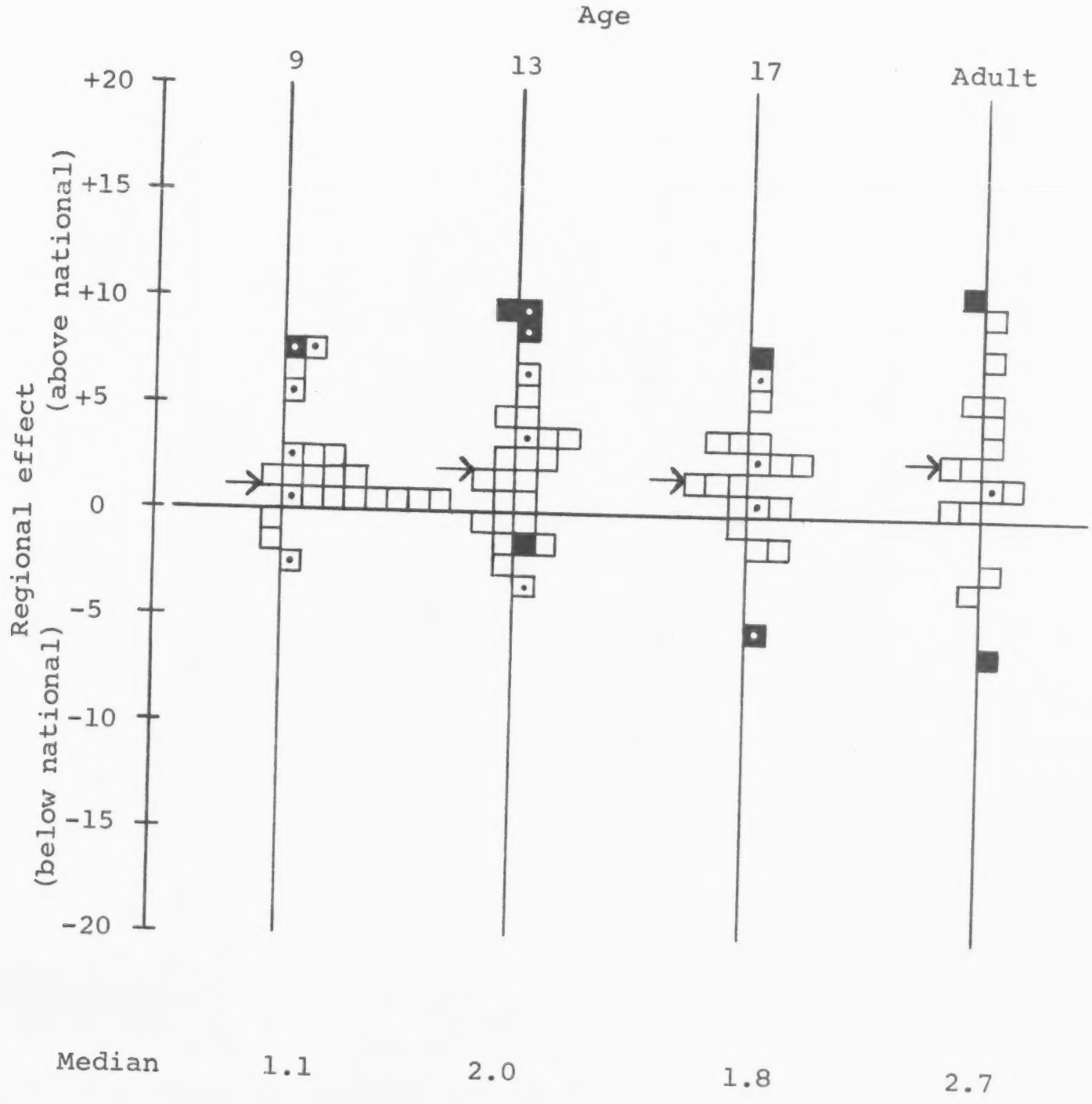
Median	-3.4	-6.0	-7.2	-7.0

■ = Atypical exercise ⊡ = Essay
▣ = Atypical essay □ = Regular exercise
→ = Interval in which median lies

Exercises assigned to Objective 4 are on the left of the vertical line for each age; exercises assigned to Objectives 1, 2, and 3 are on the right.

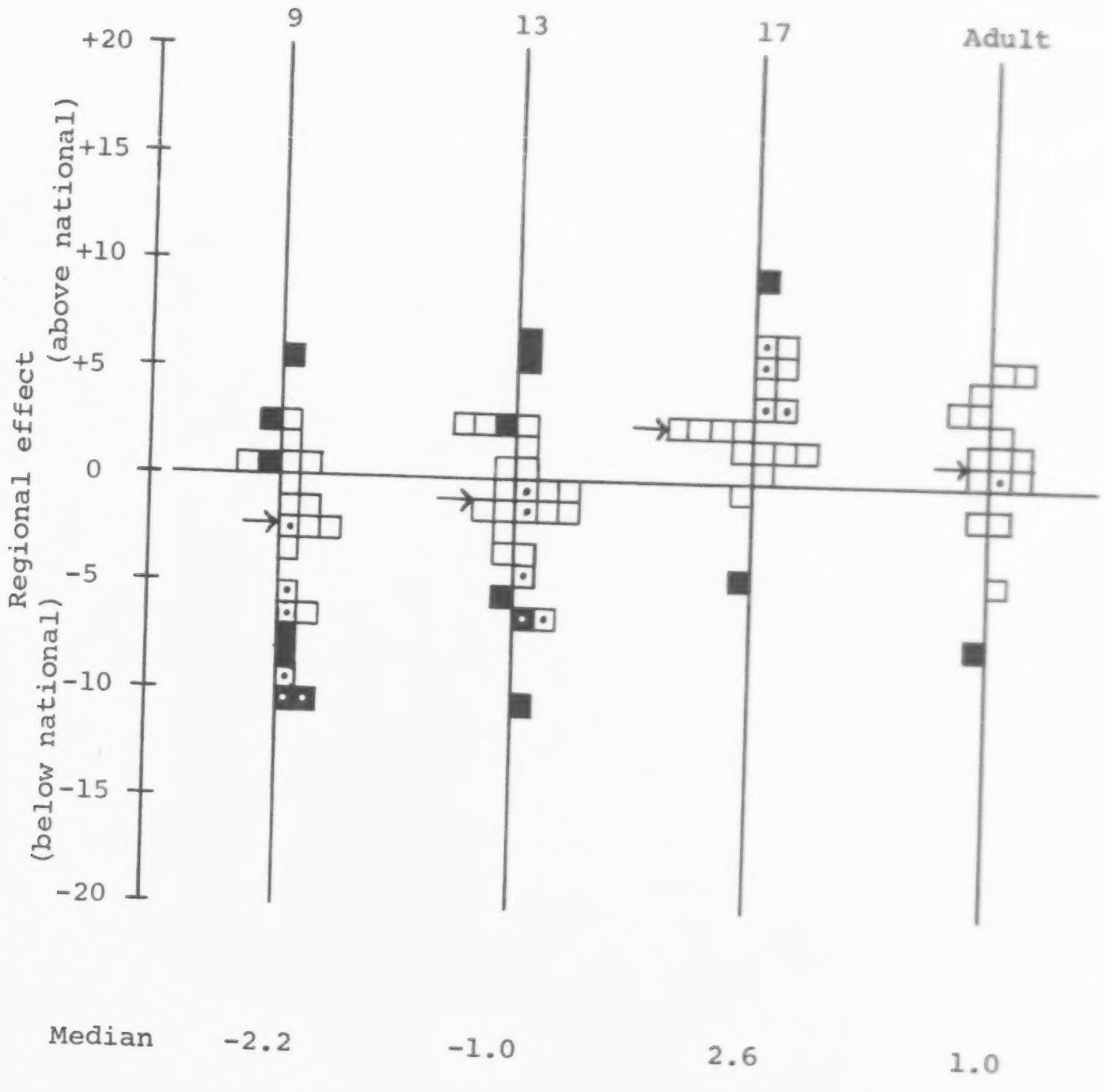
Exhibit 3-4

Distribution of Central effects by age



Exercises assigned to Objective 4 are on the left of the vertical line for each age; exercises assigned to Objectives 1, 2, and 3 are on the right.

Exhibit 3-5
Distribution of West effects by age



Exercises assigned to Objective 4 are on the left of the vertical line for each age; exercises assigned to Objectives 1, 2, and 3 are on the right.

In each region there were some exercises on which the respondents did relatively well, others on which they performed relatively poorly. Exercises which differed from regional medians in percentages of acceptable responses by amounts sufficiently large to suggest that the directions of the differences were dependable, as defined in Chapter 1, are considered atypical.

Northeast

In general, performance in this region was above the nation as a whole. The atypical exercises for each age are listed in Exhibit 3-6.*

Age 9. The median for Northeast 9s is 3.4%. There are four atypical exercises, one above this median and three below it. The one above (R104) required addressing an envelope using specified information. Nationally, 28% of the 9s did this acceptably; 37% of 9s in the Northeast did so.

One of the three exercises with atypically low effects (R108) asked 9s to report what they had written for fun. Of all 9s, 94% indicated they had written one or more of a list of things; about 95% of Northeast 9s did so, but this difference of 1% is below the Northeast's median of 3.4%. The other two atypically low exercises are unreleased; both required 9s to do some writing task.

Age 13. The median performance for Northeast 13s is 2.7% above the national figure; three exercises are atypical in being above this median, and two are atypical in being below.

Two of the atypically high exercises are released. One, R214, required 13s to write an essay about an admired person ("famous person" essay). Middle quality was reached (or exceeded) by 45% of all 13s; 12% more Northeast 13s did so. The other released exercise (R204) asked respondents to write an order for a pair of seahorses. Nationally, 46% of 13s did this acceptably, and 56% of Northeast 13s did so.

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* National percentages of acceptable responses are rounded to the nearest integer for convenience in this and all subsequent exhibits.

Exhibit 3-6

Atypical exercises, Northeast region
(Total atypical exercises = 14, where 4 expected by pure chance)

Exercise Number	National % Accept.	Difference from Natl. %	Exercise Content*	Objective
		Age 9		
R104	28	8.6	Address an envelope	1
(Median)		(3.4)		
R108	93	0.9	Written for fun?	4
U601	86	-0.9	-----	1
U603	62	-7.2**	-----	1
		Age 13		
R214	45	11.7**	"Famous person"	3
R204	46	10.8**	Order seahorses	2
U705	12	8.3	-----	2
(Median)		(2.7)		
R208	88	-0.5	Written on a trip?	4
R209	87	-3.5**	Written outside school?	4
		Age 17		
U801	52	9.6**	-----	1
(Median)		(1.2)		
U806	78	-3.7	-----	4
		Adults		
U904	78	8.0	-----	4
(Median)		(1.7)		
R406	97	-3.1	Read during week?	4
U901	50	-7.7**	-----	1

*Content phrase ending with ? indicates objective 4 exercise;
phrase in quotes indicates an essay;
dashes indicate unreleased exercises;
dashes in quotes indicate unreleased essays.

**Indicates highly atypical exercises, those which deviate from the median by at least 2.58 times the standard error.

Both exercises showing atypically low performance for Northeast 13s are released and asked respondents to tell about their writing activity. One (R208) asked respondents if they had taken a trip during the past 12 months and, if so, if they had written any of a list of things; 88% of all 13s indicated they had written one or more things, and about the same percentage of Northeast 13s did so. The other exercise (R209) asked 13s to indicate any of a list of things they had written outside of school assignments. Of all 13s, 87% checked one or more things; almost 4% fewer Northeast 13s did so.

Age 17. The median effect for Northeast 17s is 1.2%. Two exercises differ significantly from this median, both of them unreleased. One, which required doing a writing task, is atypically high. The other, which asked for a report of activity, shows atypically low performance.

Adults. The median Northeast advantage for this age is 1.7%, and three exercises differ reliably from it. The only released one (R406) asked what adults read during the week; nationally, 97% of adults indicated they read one or more of a list of things; 3% fewer Northeast adults did so.

Southeast

Southeast percentage of success was below the nation as a whole on 89% of the exercises. Exercises which were atypical in being above or below median performance for an age are listed in Exhibit 3-7.

Age 9. Southeast 9s show a median deficit of 3.4%, and four exercises are atypically lower than this. Three of them are released. One (R103) required respondents to listen to a recorded telephone conversation between two people and then write a note for one of the two to leave for a third person; of all 9s, 32% did this acceptably; 9% fewer Southeast 9s did so. A second exercise (R101) asked 9s to write a thank you note for a birthday gift. Of all 9s, 88% did this acceptably; 10% fewer Southeast 9s did so. The third released atypical exercise showed a picture of a forest fire and asked 9s to write a story about it; 64% of all 9s reached (or exceeded) the middle quality of essay; Southeast 9s show an 11% deficit. The fourth atypical exercise,

Exhibit 3-7

Atypical exercises, Southeast region
(Total atypical exercises = 17, where 4 expected by pure chance)

Exercise Number	National % Accept.	Difference from Natl. %	Exercise Content*	Objective
		Age 9		
(Median)		(-3.4)		
R103	32	-9.4	Telephone message	1
R101	88	-9.6	Thank you note	1
R111	64	-10.7	"Forest fire"	3
U609	62	-11.3	"---"	3
		Age 13		
R209	87	2.2**	Written outside school?	4
U708	75	1.0	-----	4
U707	78	1.2**	-----	4
R211	16	0.5**	Non-school publication?	4
R208	88	-1.6**	Written on trip?	4
(Median)		(-6.0)		
		Age 17		
R308	54	1.6**	Ordered by mail?	4
U806	78	-0.7**	-----	4
U807	18	-2.2	-----	4
(Median)		(-7.2)		
U808	52	-16.2**	"---"	3
U809	50	-17.0**	"---"	3
U802	70	-19.0**	-----	2
		Adults		
R406	97	-1.8**	Read during week?	4
(Median)		(-7.0)		
R404	50	-19.1	Application blank	2

*Content phrase ending with ? indicates objective 4 exercise;
phrase in quotes indicates an essay;
dashes indicate unreleased exercises;
dashes in quotes indicate unreleased essays.

**Indicates highly atypical exercises, those which deviate from the median by at least 2.58 times the standard error.

which is unreleased, also required respondents to write an essay, and Southeast 9s again performed below all 9s.

Age 13. Typical performance for Southeast 13s shows a deficit of 6.0% from the national. Five exercises are atypically higher than this, and all asked respondents to report on some activity related to writing. Three of them are released. One (R209) asked 13s to check any of a list of things they had written outside school. Of all 13s, 87% checked one or more things; 2% more Southeast 13s did so. A second exercise (R211) asked respondents if they had contributed to any non-school publication; 16% of all 13s, and almost the same percentage of Southeast 13s, said they had done so. The third released exercise (R208) asked respondents if they had taken a trip during the past 12 months and, if so, if they had written any of a list of things. Of all 13s, 88% checked one or more things; 86% of Southeast 13s did so.

Age 17. The median deficit is 7.2%; three exercises are atypical in being above this median, and three in being below it. All three which are atypically above the median asked respondents to report about an activity. One (R308) is released, and asked 17s if they had ordered something through the mail during the past 12 months. Of all 17s, 54% said yes; 56% of Southeast 17s said yes.

All of the atypical exercises below the median are unreleased, two of them requiring respondents to write essays, and one that they perform another type of writing task.

Adults. Median performance for Southeast adults is 7.0% below the national percentage. One exercise is atypically high, one atypically low. The high one is of the "report an activity" type and asked respondents what they had read during the week. Of all adults, 97% indicated they had read one or more things; 95% of Southeast adults did so.

The atypically low exercise required respondents to fill out an application blank with appropriate information; 50% of all adults and 31% of Southeast adults did this acceptably.

Central

The typical performance in this region is above the national by from 1% to nearly 3%, and on 80% of the exercises the responses were above the nation as a whole, The exercises which are atypically different from the median are listed in Exhibit 3-8.

Age 9. A median advantage of 1.1% is found for 9-year-olds in the Central region. Only one exercise (R111) is atypically different from the median, requiring respondents to write an essay about a picture of a forest fire. Of all 9s, 64% wrote middle quality essays or better; 72% of Central 9s did so.

Age 13. Median performance is 2% above the nation as a whole. Three atypical exercises are above the median and one below it. Only one exercise, atypically high, is released. It asked respondents if they had left a written message for someone in the past 12 months. Of all 13s, 61% said yes; 70% of Central 13s said yes.

Age 17. Central 17s show a median advantage of 1.8%. One atypical exercise, which is unreleased, is above this median, and one is below. The atypically low exercise (R310) asked 17s to write an essay about an admired person; 34% of all 17s wrote middle quality essays or better and 5% fewer Central 17s did so.

Adults. The Central regional effect for adults is 2.7%. One unreleased exercise, which asked respondents to report about an activity, is atypically higher, and one unreleased exercise, which asked adults to do a writing task, is atypically lower.

West

The performance of Western respondents, when compared with national performance, shows deficits at ages 9 and 13 and advantages for 17s and adults. For the four ages combined, consequently, exercises on which results were above and below the national results split fairly evenly, 54% being above the nation as a whole. The atypical exercises are listed in Exhibit 3-9.

Exhibit 3-8

Atypical exercises, Central region
(Total atypcial exercises = 9, where 4 expected by pure chance)

Exercise Number	National % Accept.	Difference from Natl. %	Exercise Content*	Objective
		Age 9		
R111	64	7.9**	"Forest fire"	3
(Median)		(1.1)		
		Age 13		
U711	52	9.3**	"---"	3
R210	61	9.2**	Left written message?	4
U712	48	8.0	"---"	3
(Median)		(2.0)		
U705	12	-1.9	-----	2
		Age 17		
U802	70	7.9	-----	2
(Median)		(1.8)		
R310	34	-5.0**	"Famous person"	3
		Adults		
U906	63	10.2	-----	4
(Median)		(2.7)		
U903	36	-6.1	-----	2

*Content phrase ending with ? indicates objective 4 exercise;
phrase in quotes indicates an essay;
dashes indicate unreleased exercises;
dashes in quotes indicate unreleased essays.

**Indicates highly atypical exercises, those which deviate from the median by at least 2.58 times the standard error.

Exhibit 3-9

Atypical exercises, Western region
(Total atypical exercises = 16, where 4 expected by pure chance)

Exercise Number	National % Accept.	Difference from Natl. %	Exercise Content*	Objective
		Age 9		
U603	63	5.7**	-----	1
R109	78	2.8	Written on trip?	4
R108	94	0.5	Written for fun?	4
(Median)		(-2.2)		
U604	30	-7.3	-----	1
R104	28	-8.3**	Address envelope	1
U611	47	-10.4**	"---"	3
R111	64	-10.6**	"Forest fire"	3
		Age 13		
R203	67	6.4	Telephone message	1
U703	19	5.5**	-----	1
R208	88	2.7**	Written on trip?	4
(Median)		(-1.0)		
U709	63	-5.8	-----	4
U711	52	-6.4	"---"	3
R204	46	-10.4**	Order seahorses	2
		Age 17		
U802	70	9.1**	-----	2
(Median)		(2.6)		
R308	54	-4.3**	Order by mail?	4
		Adults		
(Median)		(1.0)		
U906	63	-7.7	-----	4

*Content phrase ending with ? indicates objective 4 exercise;
phrase in quotes indicates an essay;
dashes indicate unreleased exercises;
dashes in quotes indicate unreleased essays.

**Indicates highly atypical exercises, those which deviate from the median by at least 2.58 times the standard error.

Age 9. Western 9s show a deficit of 2.2%. Seven exercises differ atypically from this median, three in being atypically high and four, atypically low. Two of the three atypically high exercises are released, and both asked respondents to report about writing activities. One (R109) asked 9s to indicate any things they had written on a trip; 78% of all 9s and 81% of Western 9s indicated they had written one or more things. The other released exercise showing atypically high performance (R108) asked 9s to indicate any of a list of things they had written for fun; 94% of all 9s, and a similar percentage of Western 9s, checked at least one thing.

Two of the four exercises showing atypically low performance are released. One (R104) required respondents to address an envelope with specified information; 28% of all 9s and 20% of Western 9s did so acceptably. The other (R111) asked them to write a story about a picture of a forest fire; 64% of all 9s and 53% of Western 9s wrote essays of middle quality or better.

Age 13. Western 13s typically perform 1% below the nation as a whole. Six exercises differ atypically from this median. Two of three which show atypically high performance are released. One (R203) required respondents to listen to a recorded conversation and write a note which one party would have had to write; 67% of all 13s and 73% of Western 13s wrote an acceptable note. The other released exercise showing an atypical advantage (R208) asked what respondents wrote while on a trip; 88% of all 13s and 91% of Western 13s indicated they had written one or more of a list of things.

Three exercises show atypically low performance. The one released exercise (R204) required 13s to write an order for a pair of seahorses. Of all 13s, 46% did this acceptably; 36% of Western 13s did so.

Age 17. At age 17 the effect for the West is positive by 2.6%. Two exercises differ significantly from this. One of them (R308), which shows atypically low performance, is released. It asked 17s if they had ordered anything through the mail during the past 12 months; 54% of all 17s and 50% of Western 17s indicated they had done so.

Adults. Western adults show a median advantage of 1.0%. One unreleased exercise, which asked adults to report about a writing activity, is atypically lower than this.

Overlap Tasks

A number of exercises given at one age level were either identical or very similar to some given at one or more of the other ages. A set of such similar exercises is referred to as an "overlap task." There are 19 of these; the texts for the released tasks are shown in Appendix B. The age trends are examined in terms of regional deviations from national percentages.

Comparisons were made from 9 to 13, from 13 to 17, from 17 to adult, and from 13 to adult. To report an increase from age to age on a task means that the advantage for the older age is greater than at the younger age. The 13 to adult comparisons are discussed below. For the other three pairs of ages, 100 comparisons are possible, 25 for each region. When the regional age trends are examined as a whole, no cohesive pattern emerges, as Exhibit 3-10 shows--47 comparisons show an increase from one age to another, while

EXHIBIT 3-10

Number of overlap tasks showing an increase (+) or decrease (-) in advantage from age to age, by region

	Northeast		Southeast		Central		West		All Regions	
	+	-	+	-	+	-	+	-	+	-
from 9-13	2	5	1	6	5	2	4	3	12	16
from 13-17	4	6	4	6	4	6	8	2	20	20
from 17-adult	6	2	1	7	5	3	3	5	15	17
from 13-adult	4	5	2	7	4	4	8	1	18	17

53 show a decrease. Looking at each region, the data show that in the Northeast there were 12 upward and 13 downward shifts; in the Central region, 14 upward and 11 downward; in the Western region, 15 upward and 10 downward; and in the Southeast, six upward and 19 downward. In the Northeast there was a preponderance of downward changes from

ages 9 to 13, of upward ones from 17 to adult; in the West the majority of changes were upward for the first two pairs of ages, downward from 17 to adult. For all three age comparisons the Southeast trends were downward relative to national results.

Of the nine tasks allowing comparisons between 13s and adults, one unreleased task shows no difference relative to national percentages at the two ages; the other 35 comparisons are about evenly divided between positive and negative changes. However, in the West eight out of nine changes are positive, while in the Southeast seven out of nine are negative.

The results for these overlaps thus follow the trends already discussed.

Discussion

One or two general characteristics of the exercises discussed in the exhibits deserve comment. In the Southeast, there were nine exercises significantly above the median for the region. Without exception, they required only that the respondent report something he had done, rather than that he actually do something. In Exercise R209, for example, respondents were asked whether they had ever written anything other than for school assignments. The other exercises significantly above the median in the Southeast were similar in requiring respondents to report activities they had done in the past. (These exercises are all listed under Objective 4: Appreciate the value of writing.) No check of the accuracy of the responses was planned or made, and it is not clear whether the relatively high level of response in the Southeast is a reflection of actual performance or only of willingness to provide an acquiescent response.

A different pattern emerges in the Northeast. Whereas their performance is typically above the national, several of the "report an activity" type of exercise are atypically below the Northeast median. Exhibit 3-11 illustrates the contrast in performance between the Southeast and the Northeast on these exercises. As discussed above, in the Southeast nine atypically high exercises are of this type; five atypically low exercises for the Northeast are of this type.

EXHIBIT 3-11
Number of atypically high and low exercises
in the "report an activity"
and the "perform a task" categories, by region

		NE	SE	Cen.	W
"Report on an activity	Atyp. high	0	9	2	3
	Atyp. low	5	0	0	3
"Perform a task"	Atyp. high	6	0	4	4
	Atyp. low	3	8	3	6

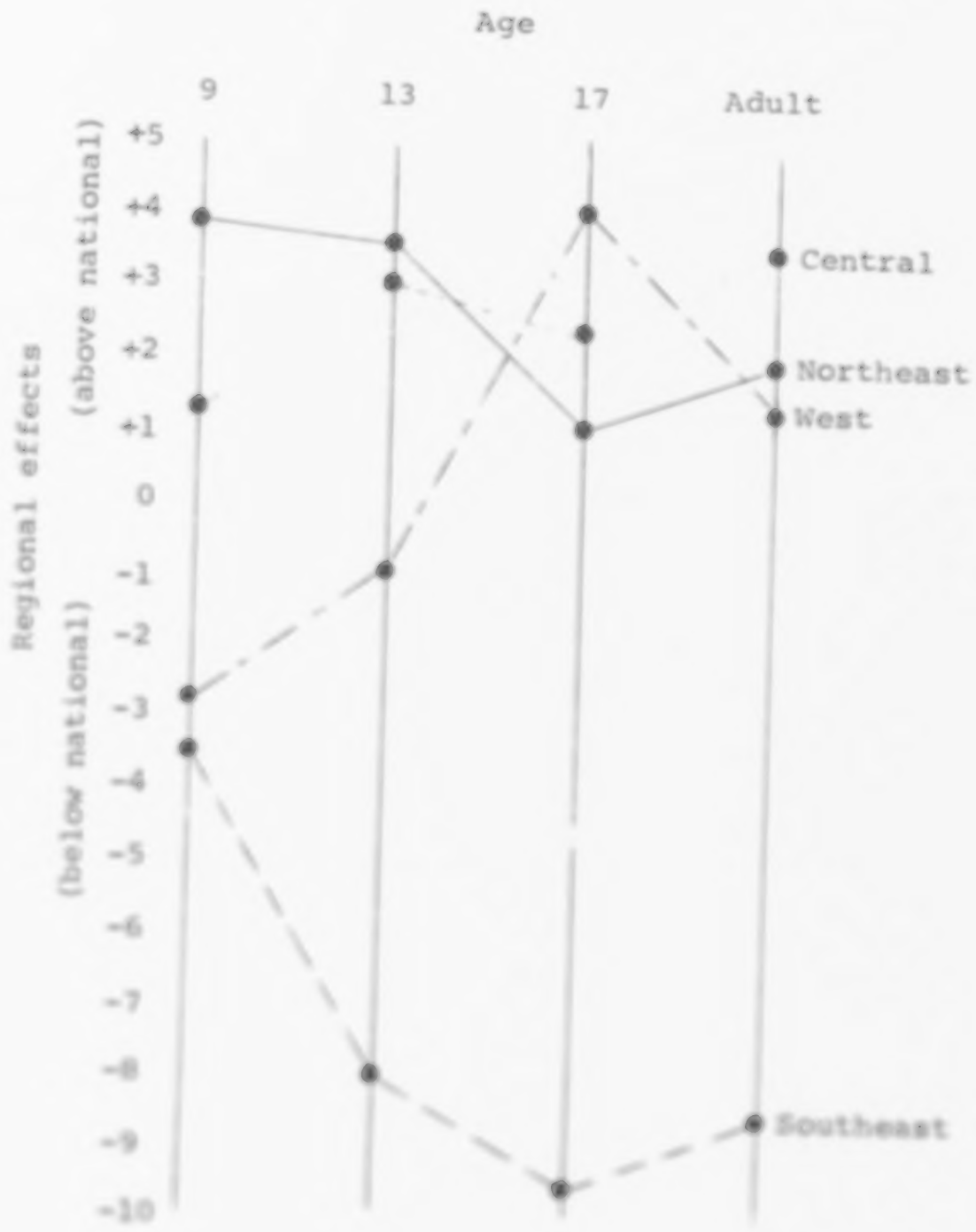
Exhibit 3-15 also illustrates the contrast in performance of the Southeast and the Northeast on those exercises which ask respondents to perform some task, such as to fill out an application form, address an envelope, write a letter or essay, or exhibit knowledge about uses of writing. In the Southeast, eight of these performance exercises departed significantly from the median, and all are atypically low. In the Northeast there also are nine atypical performance exercises; six of them are atypically high and three are atypically low.

It is difficult to generalize about the atypical exercises for the Central and Western regions. There are only two atypical exercises of the "report an activity" type in the Central region. There are six in the West, half atypically high, half atypically low. The atypical performance exercises in these two regions also divide so that about half are atypically high and half, low.

The median effects of these four regions and the four ages for only performance exercises (which are classified under Objectives 1, 2, and 3) are shown in Exhibit 3-12. The general picture is very similar to that shown in Exhibit 3-1, but the deficit for 13s, 17s, and adults in the Southeast is even more extreme than when the medians are obtained for all exercises.

Exhibit 3-12

Regional effects for exercises classified under Objectives 1, 2, and 3



4.

SIZE-OF-COMMUNITY EFFECTS

The National Assessment plan allows an examination of results for people living in communities of four different population sizes. The four size-of-community (SOC) groups are:

Big Cities: Cities with a population of 200,000 or more.

Urban Fringes: Areas around Big Cities.

Medium-Size Cities: Areas containing cities from 25,000 to 200,000 in population.

Smaller Places: Areas with populations less than 25,000.*

The medians of the differences between each exercise and the national results for each SOC and age group allow us to examine the typical results for each of these groups in relation to the nation as a whole. Results for individual exercises which differ significantly from this median, or typical behavior then allow an examination of specific content on which a group's performance is atypically high or atypically low.

Exhibit 4-1 shows the median differences from national results for the four SOC and four age groups, illustrating their quite distinct behaviors. Typical (median) performance for the Urban Fringe and Medium Cities is always above that for the nation as a whole, while typical performance in Smaller Places and Big Cities is always below the nation.

Looking at the effects for each age, we see that Urban Fringe 9s and 13s are similar, their typical performance being about 3% above the nation as a whole. The effect becomes greater for 17s (a median of 4.2%) and adults

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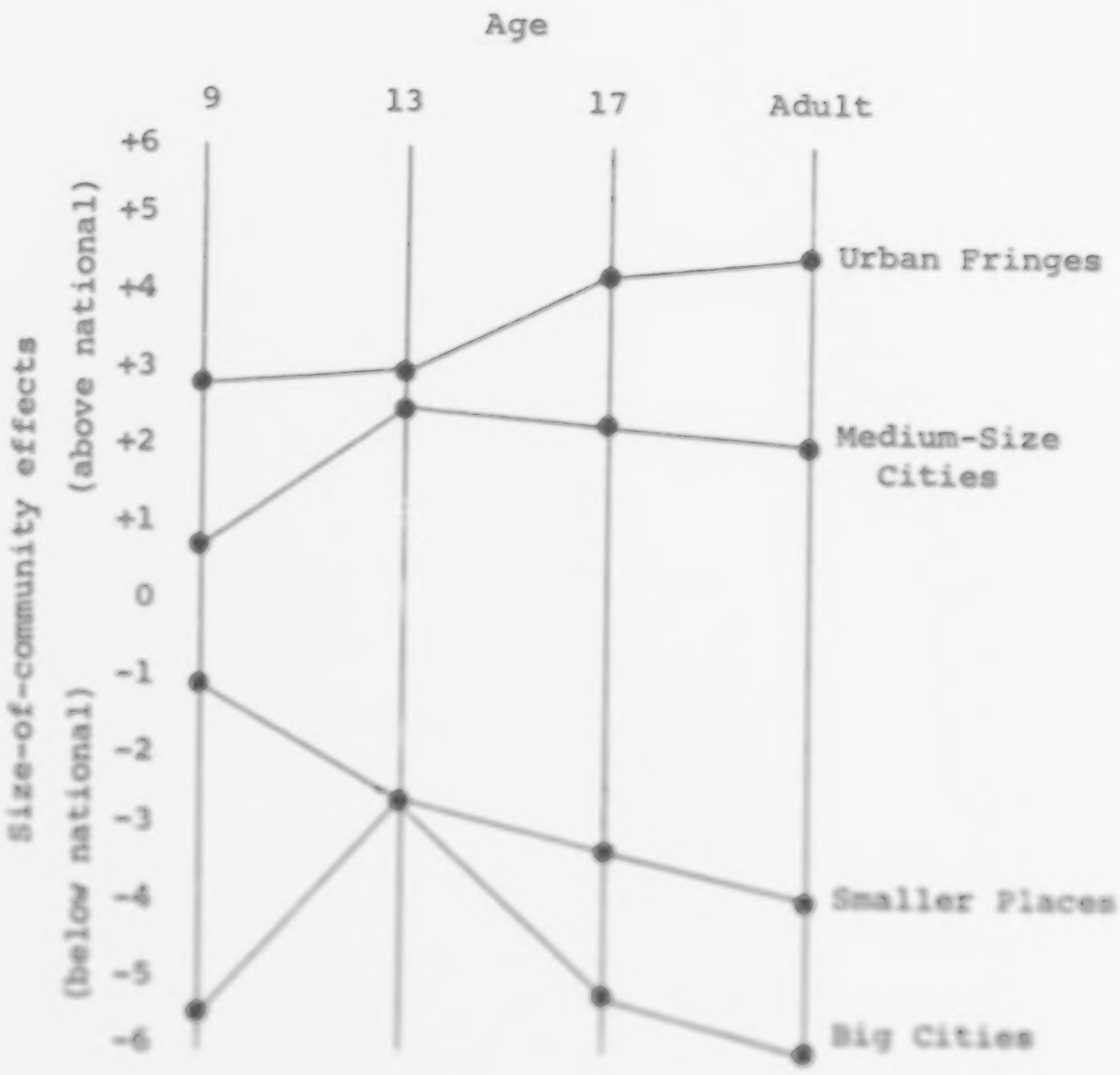
* Appendix A defines these more specifically.

Exhibit 4-1

Size-of-community effects by age



(4.5%). The pattern for Medium-Size Cities shows a rise from 9 to 13, and a levelling from 13 to 17 to adult (medians of 2.5%, 2.2% and 2.0%, respectively). The Smaller Places effects show a steady decline from 9s (-1.1%) to adults (-4.0%). In Big Cities, 9s, 17s, and adults are similar in being from 5% to 6% below the nation as a whole, but 13s' performance is above these three, with a median just less than 3% below the national results.

Exercises for which results differ significantly (by the criterion discussed in Chapter 1) from the typical results for the four age and SOC groups are noted below. The exercises themselves are printed in Appendix B, and complete data appear in Appendix C.

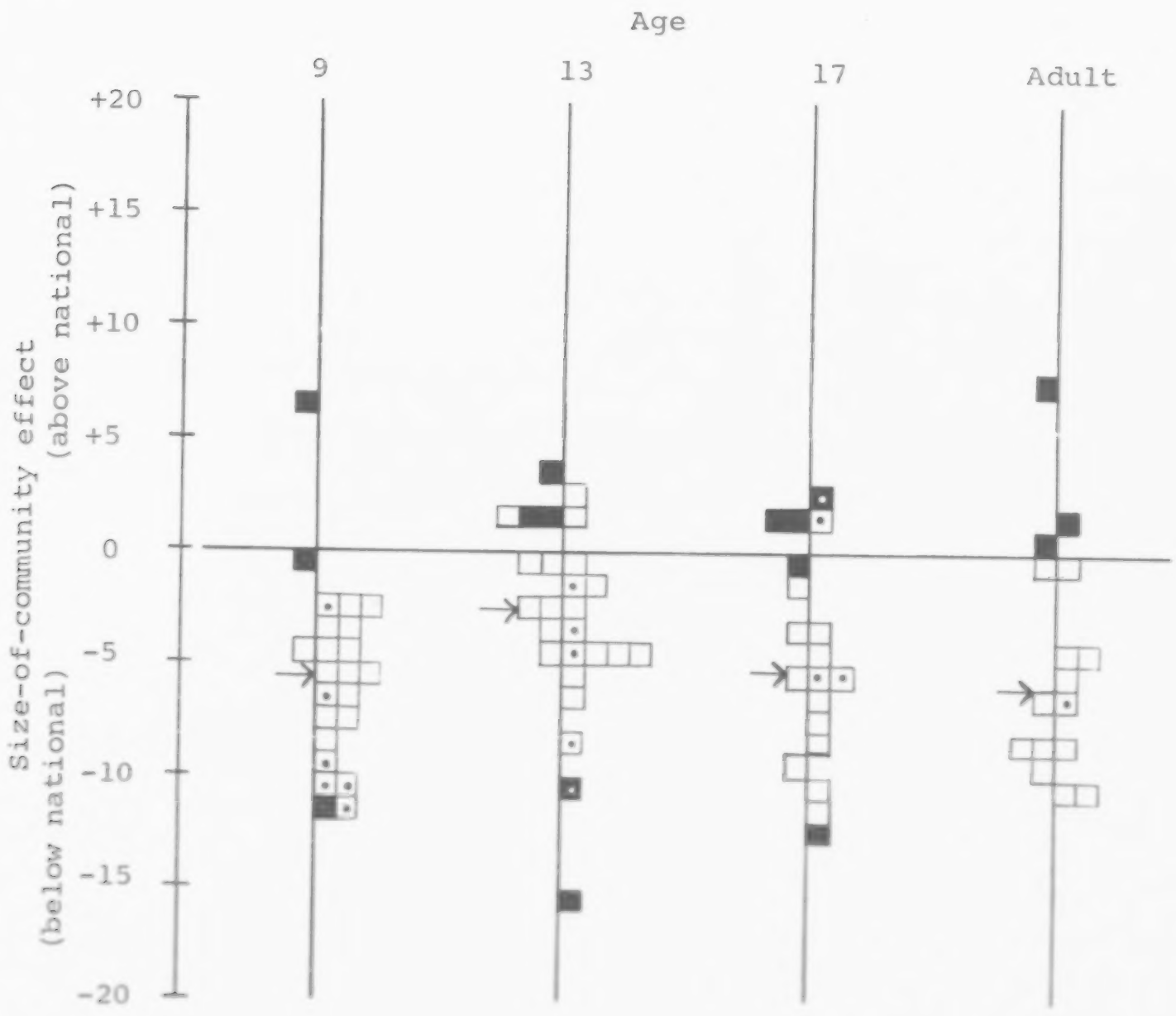
Big City

The number of exercises on which respondents in the Big City do better than the nation as a whole provides another way of examining the general performance of this group. Exhibit 4-2 shows the distribution of Big City results about national results for the four ages, and illustrates the wide variation in performance, from one exercise which was 16% below the national (13s) to one on which performance was 7% above (adults).

The median for each age is noted in Exhibit 4-2; atypical exercises are listed in Exhibit 4-3. In some cases, these exercises show performances significantly below the median performance for the group; in others, significantly above.

Age 9. The median deficit for Big City 9s is -5.5%, and three of 23 exercises differ significantly from it. The two released exercises asked for a report of writing activities, and show performance above the median. Exercise R109, which asked if respondents went on a trip during the past 12 months and, if so, if they had written any of a list of things, shows Big City 9s above the nation as a whole by about 6%. The second (R108), asked respondents to check any of a list of things, such as a joke, poem, or report, which they had written outside of school just for fun. Of all 9s in the nation, 94% indicated they had written one or more things; 93% of Big City 9s did so. Both of these exercises asked respondents to tell what they have done, and there is no way to verify the accuracy of their responses.

Exhibit 4-2
Distribution of Big City effects by age



Median	-5.5	-2.5	-5.2	-6.0

■ = Atypical exercise ⊡ = Essay
◘ = Atypical essay □ = Regular exercise
→ = Interval in which median lies

Exercises assigned to Objective 4 are on the left of the vertical line for each age; exercises assigned to Objectives 1, 2, and 3 are on the right.

Exhibit 4-3

Atypical exercises, Big Cities
(Total atypical exercises = 16, where 4 expected by pure chance)

Exercise Number	National % Accept.	Difference from Natl.%	Exercise Content*	Objective
		Age 9		
R109	78	6.4**	Written on trip?	4
R108	94	-0.7**	Written for fun?	4
(Median)		(-5.5)		
U604	30	-11.1	-----	1
		Age 13		
R209	87	3.8**	Written outside school	4
R211	16	1.8	Non-school publication?	4
R208	88	1.5	Written on trip?	4
(Median)		(-2.5)		
U711	52	-10.1	"---"	3
R204	46	-15.7**	Order seahorses	2
		Age 17		
R310	34	2.0	"Famous person"	3
U804	88	1.8**	-----	4
U807	18	1.3**	-----	4
R307	84	-0.1	Written outside school	4
(Median)		(-5.2)		
R305	55	-12.5**	Order seahorses	2
		Adults		
U904	78	7.5**	-----	4
R402	38	1.3	Auto accident	1
R406	97	0.7**	Read during week?	4
(Median)		(-6.0)		

*Content phrase ending with ? indicates objective 4 exercise;
phrase in quotes indicates an essay;
dashes indicate unreleased exercises;
dashes in quotes indicate unreleased essay.

**Indicates highly atypical exercises, those which deviate frm the median by at least 2.58 times the standard error.

The third exercise which differs significantly from the median is unreleased; it shows Big City 9s' performance much below that of all 9s.

Age 13. Median performance for Big City 13s shows a 2.5% deficit. Five of 26 exercises differ from this median, three of them showing performance above, and two performance below.

Two of the exercises showing atypically high performance are similar to or the same as those discussed at age 9, one asking what was written during a trip (R208), the other, what respondents had written outside of school (R209). The third (R211) also asked for a report of activity--whether respondents had ever contributed to a non-school newspaper or magazine. On all of these, Big City 13s performed above the nation as a whole.

One of the two exercises showing atypically low performance is released (R204). Of all 13s, 46% wrote an acceptable order for a pair of seahorses. Big City 9s were 16% below this performance. The other exercise is an unreleased essay on which Big City 13s show a 10% deficit.

Age 17. Typical performance was 5.2% below the national; on four of five atypical exercises, Big City 17s were above this median. Three of these asked for a report of writing activity, including one which was discussed for 9s and 13s. This one (R307) asked respondents to indicate things they had written outside school. Of all 17s, 84% said they had written one or more of a list of things, and Big City 17s are almost identical in their responses. The other two exercises of this "report an activity" type are unreleased.

The fourth exercise which shows better than typical performance is an essay (R310) asking respondents to write about some person they admire; 34% of all 17s wrote middle quality essays, and Big City 17s show a 2% advantage.

The one exercise which showed results atypically below the median for Big City 17s was a released exercise (R305). Of all 17s, 55% wrote an acceptable order for a pair of seahorses. Big City 17s are 12% below this.

Adults. Big City adults show a median deficit of 6%. Three exercises are atypically above this median. Two are almost the same as national results. R402 required respondents to write a description of a (pictured) automobile accident. Of all adults, 38% wrote an acceptable description, and Big City adults performed about the same. The second exercise (R406) asked adults to indicate which of a list of things (books, magazines) they read during the week; Big City performance was almost identical to the nation as a whole, 97% checking one or more things. The third exercise also required a report of activity, and Big City adults did nearly 8% better than the nation as a whole.

Urban Fringe

The better-than-national performance by respondents living in the Urban Fringe, regardless of age, is illustrated in Exhibit 4-4, which shows the distribution of exercises about the national results. Information about atypical exercises is listed in Exhibit 4-5.

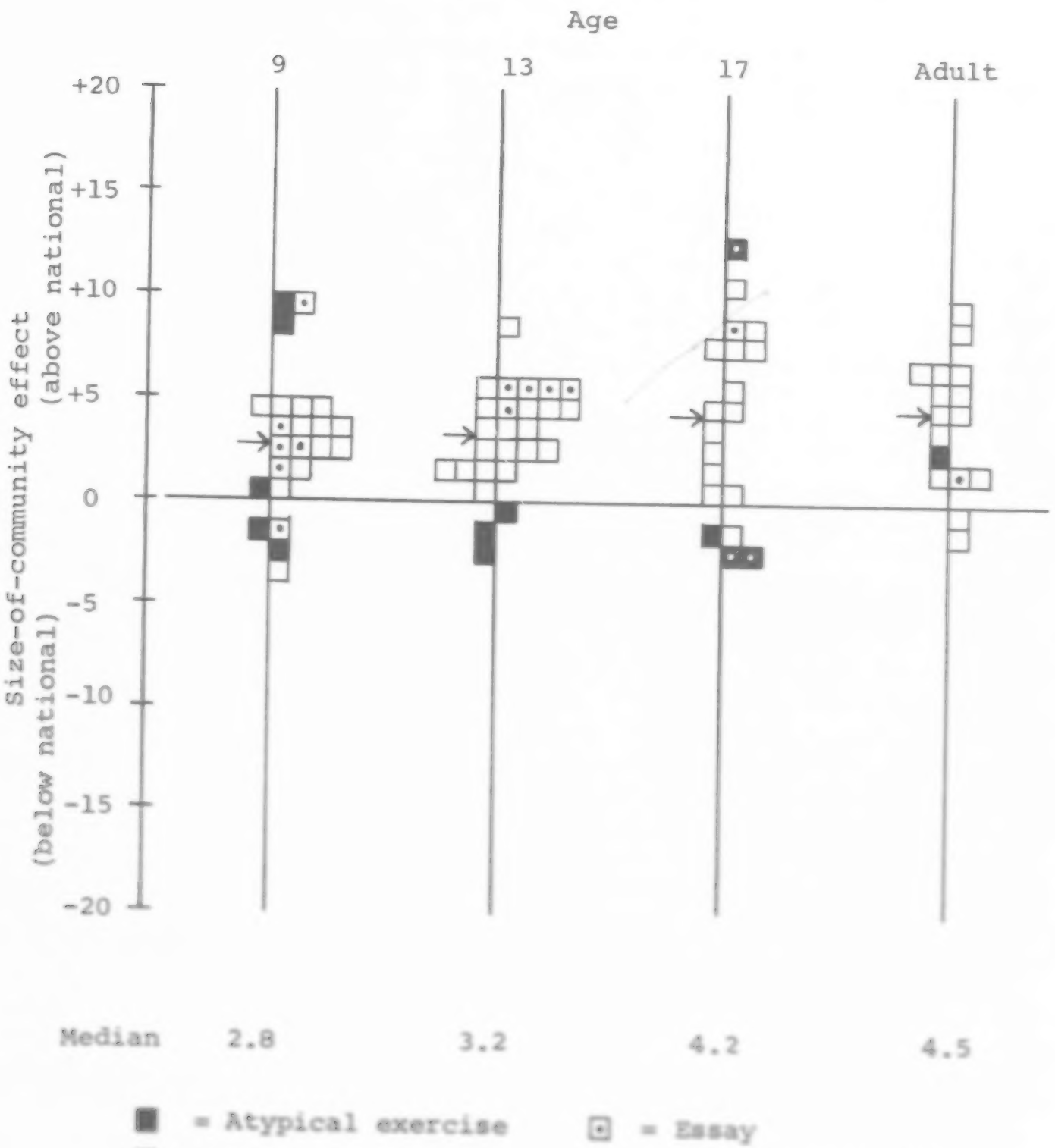
Age 9. The median performance for Urban Fringe 9s is 2.8. Three exercises show results atypically below this median, and two are atypically above.

The two on which Urban Fringe 9s' performance was atypically high required respondents to write something containing specified information. One (R102) asked respondents to write an invitation to a friend to attend a class play. Nationally, 35% of all 9s did this acceptably, while 44% of Urban Fringe 9s did so. The other exercise is unreleased.

Two of the three exercises on which performance was atypically low asked for a report of activities. One of these (R108) asked respondents to indicate which of a list of things they had written outside of school. Of all 9s, 94% checked one or more; Urban Fringe 9s gave almost identical responses. The other (R109) asked whether 9s had written any of a list of things while on a trip; 78% of all 9s who said they had taken a trip checked one or more; 76% of 9s in the Urban Fringe did so. The third atypically low exercise is unreleased.

Exhibit 4-4

Distribution of Urban Fringe effects by age



Exercises assigned to Objective 4 are on the left of the vertical line for each age; exercises assigned to Objectives 1, 2, and 3 are on the right.

Exhibit 4-5

Atypical exercises, Urban Fringes
(Total atypical exercises = 13, where 4 expected by pure chance)

Exercise Number	National % Accept.	Difference from Natl.%	Exercise Content*	Objective
		Age 9		
R102	35	9.2	Invite friend	1
U606	21	8.4	-----	1
(Median)		(2.8)		
R108	94	0.2	Written for fun?	4
R109	78	-1.6	Written on trip?	4
U604	30	-2.6	-----	1
		Age 13		
(Median)		(3.2)		
U705	12	-0.7	-----	2
R209	87	-1.8	Written outside school?	4
U709	63	-2.2	-----	4
		Age 17		
U809	50	12.0**	"---"	3
(Median)		(4.2)		
U807	18	-1.2**	-----	4
R310	34	-2.1	"Famous person"	3
R309	52	-2.9	"Tomato lady"	3
		Adults		
(Median)		(4.5)		
R406	97	2.6	Read during week?	4

*Content phrase ending with ? indicates objective 4 exercise;
phrase in quotes indicates an essay;
dashes indicate unreleased exercises;
dashes in quotes indicate unreleased essays.

**Indicates highly atypical exercises, beyond 2.58 times the standard error.

Age 13. Urban Fringe 13s show a median advantage of 3.2%. Three exercises are atypically low, two of them asking for a report of activity. The one released exercise (R209) asked students to indicate which of a list of things they had ever written outside of school; 87% of all 13s and 85% of Urban Fringe 13s checked one or more things.

Age 17. The median for this group is 4.2, and four exercises differ atypically from it. Three of them are essays, two atypically low and one atypically high. The fourth is an unreleased exercise asking for a report about writing activity; Urban Fringe 17s are below the median.

Two of the three essays are released. One (R309) showed a picture of an old woman holding a package of tomatoes, and asked 17s to write a story about her (the "tomato lady" exercise). Of all 17s, 52% wrote essays of middle quality or better; 49% of Urban Fringe 17s did so. The second essay asked 17s to write a story about an admired person ("famous person" essay). Middle quality or better was reached by 32% of Urban Fringe 17s, and by 34% of all 17s.

The third essay is unreleased. Urban Fringe 17s performed above all 17s; middle quality or above was reached by 62% of Urban Fringe and by 50% of all 17s.

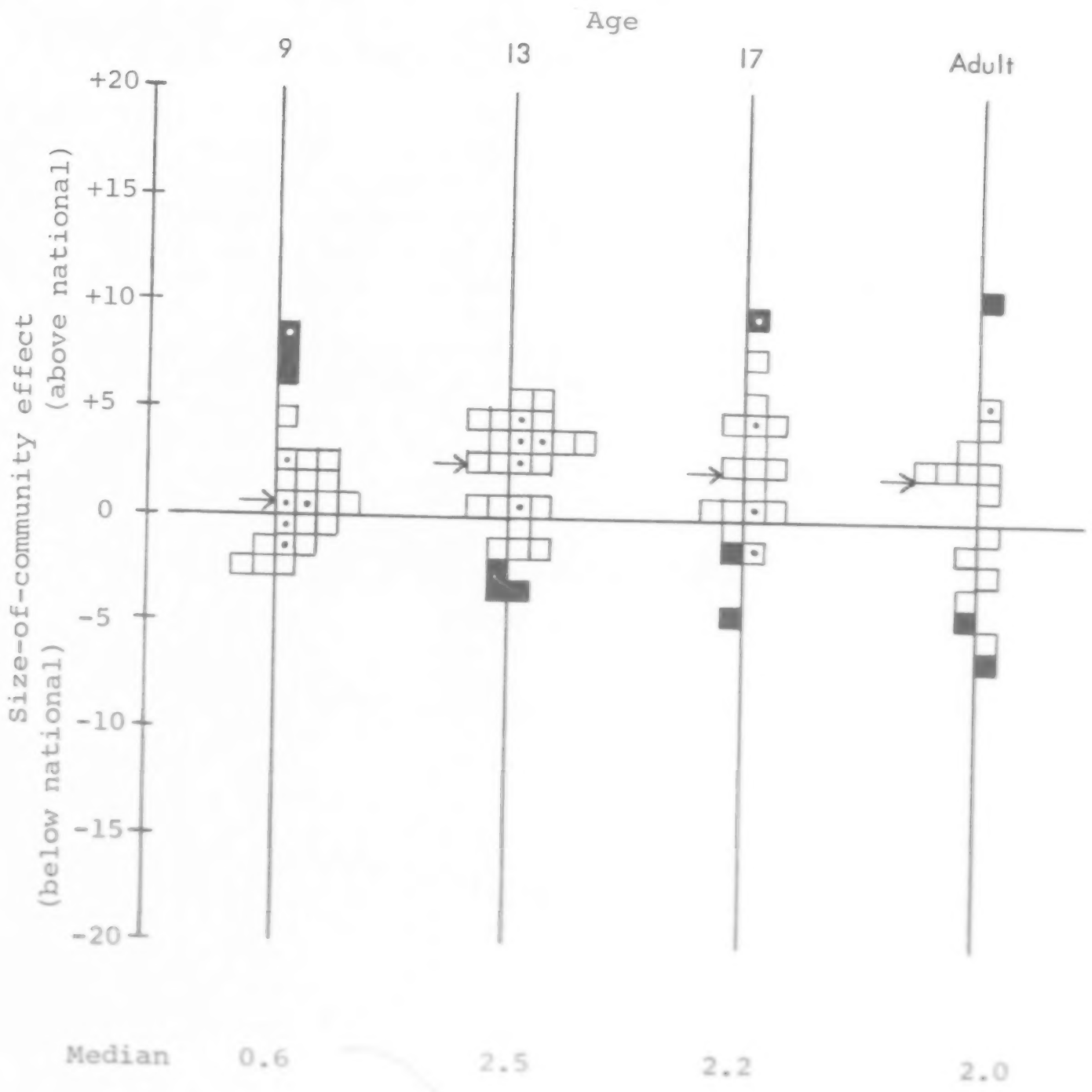
Adults. Urban Fringe adults show a median advantage of 4.8%. One released exercise (R406) is atypically below this median. Of all adults, 97% checked one or more of a list of things they had read during the week; 100% of Urban Fringe adults did so. The atypical deficit for Urban Fringe adults on this exercise may be attributed to the upper limit imposed by the high percentage of acceptable responses by all adults.

Medium-Size Cities

The median performance of respondents in Medium-Size Cities is always above that of the nation as a whole, but, as Exhibit 4-6 illustrates, their performance on a number of exercises is below the national results. Few exercises differ atypically from the median performance at each age, as the listing in Exhibit 4-7 makes clear.

Exhibit 4-6

Distribution of Medium-Size City effects by age



Exercises assigned to Objective 4 are on the left of the vertical line for each age; exercises assigned to Objectives 1, 2, and 3 are on the right.

Exhibit 4-7

Atypical exercises, Medium-Size Cities
(Total atypical exercises = 12, where 4 expected by pure chance)

Exercise Number	National % Accept.	Difference from Natl. %	Exercise Content*	Objective
		Age 9		
U611	47	8.1	"---"	3
U602	67	7.0**	-----	1
U603	63	6.0	-----	1
(Median)		(0.6)		
		Age 13		
(Median)		(2.5)		
R211	16	-2.8**	Non-school publication?	4
U704	75	-3.0**	-----	2
U707	78	-3.3**	-----	4
		Age 17		
R309	52	9.4**	"Tomato lady"	3
(Median)		(2.2)		
U807	18	-1.8	-----	4
R308	54	-4.1**	Ordered by mail?	4
		Adults		
U901	50	10.5	-----	1
(Median)		(2.0)		
R406	97	-4.0**	Read during week?	4
R401	57	-6.2	Tell how to do something	1

*Content phrase ending with ? indicates objective 4 exercises;
phrase in quotes indicates an essay;
dashes indicate unreleased exercises;
dashes in quotes indicate unreleased essays.

**Indicates highly atypical exercises, beyond 2.58 times the standard error.

Age 9. The median performance for Medium-Size City 9s is very close to the national--0.6--and only three exercises deviate from it significantly. All are unreleased and show atypically high performance. One is an essay, and two asked respondents to do some writing task.

Age 13. Medium-Size City 13s show a median advantage of 2.5%. Three exercises show performance atypically below this median. The one released exercise (R211) asked whether respondents had ever contributed to a non-school newspaper or magazine; 16% of all 13s and 13% of Medium-Size City 13s said they had done so.

Age 17. Median performance is 2.2%; two exercises are atypically low, and one is atypically high.

The one exercise on which performance is atypically high is the "tomato lady" essay, for which middle quality was reached by 61% of Medium-Size City 17s and by 52% of all 17s.

Both exercises on which performance is atypically low are reports of activity, and one of them is released (R308). Of all 17s, 54% said they had written to order something through the mail in the past 12 months; 50% of 17s in Medium-Size Cities said they had done so.

Adults. Typical performance for Medium-Size City adults is above the national, their median being 2.0%. Three exercises are atypical; one unreleased exercise shows atypically high performance, and two released exercises show atypically low performance.

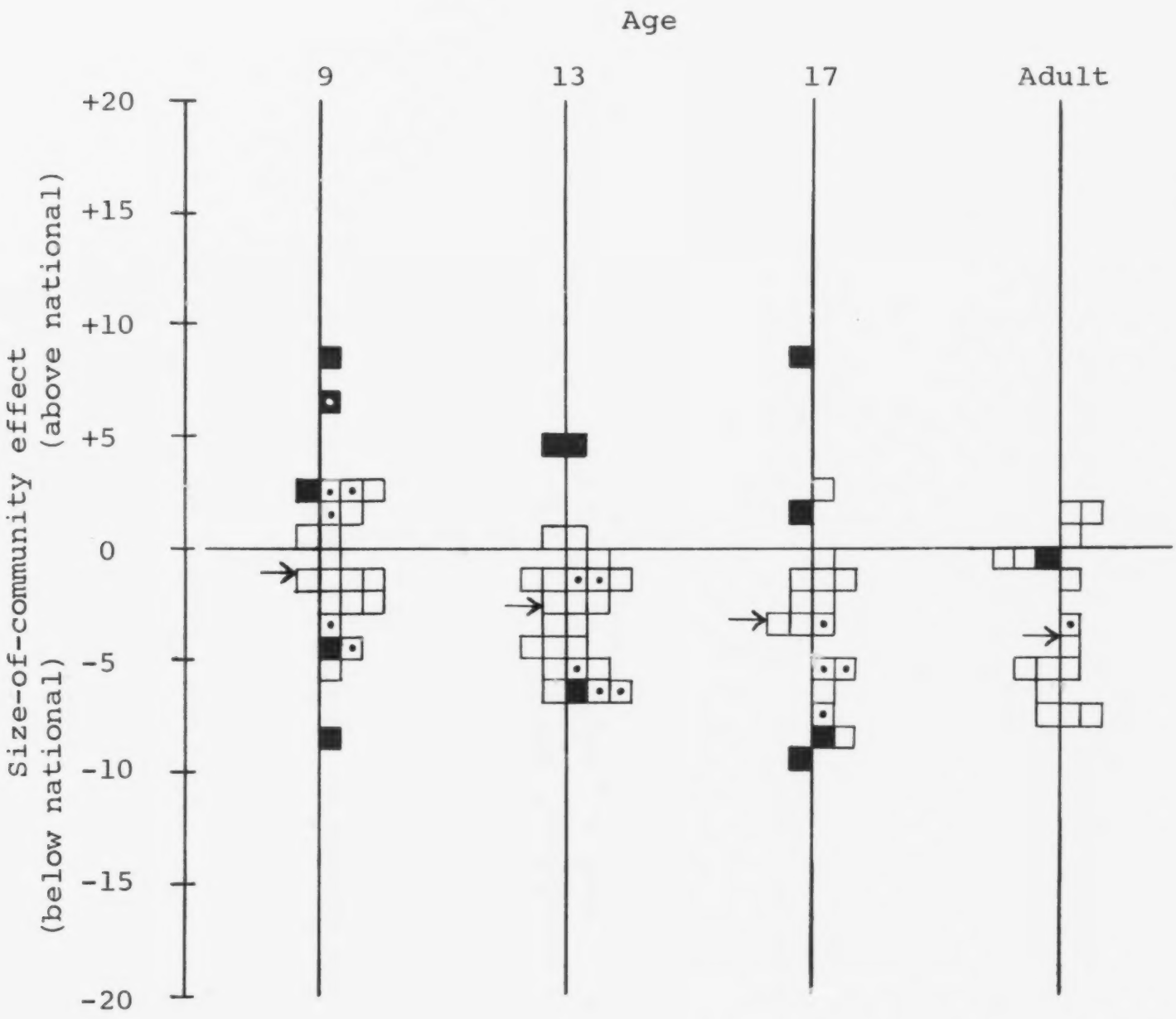
Of the two released exercises, one (R401) asked adults to describe how to make or do something (national, 57% acceptable; Medium-Size City adults, 51% acceptable). The other (R406) asked what they read during the week; 97% of all adults checked one or more things; 93% of Medium-Size City adults did so.

Smaller Places

Except at age 9, most smaller place effects fall below the national results, as Exhibit 4-8 illustrates. The medians are in all cases below the national performance, and this deficit becomes greater from age to age. Exercises differing significantly from the typical performance for each age are listed in Exhibit 4-9.

Exhibit 4-8

Distribution of Small Place effects by age



Median	-1.1	-2.6	-3.2	-4.0

■ = Atypical exercise ⊡ = Essay

▣ = Atypical essay □ = Regular exercise

→ = Interval in which median lies

Exercises assigned to Objective 4 are on the left of the vertical line for each age; exercises assigned to Objectives 1, 2, and 3 are on the right.

Exhibit 4-9

Atypical exercises, Smaller Places
(Total atypical exercises = 13, where 4 expected by pure chance)

Exercise Number	National % Accept.	Difference from Natl. %	Exercise Content*	Objective
		Age 9		
U604	30	8.7**	-----	1
U610	54	6.7	"---"	3
R108	94	2.1	Written for fun?	4
(Median)		(-1.1)		
U606	21	-4.8	-----	1
U602	67	-8.8**	-----	1
		Age 13		
U707	78	4.8**	-----	4
U704	75	4.0**	-----	1
(Median)		-2.6		
U703	19	-6.9	-----	1
		Age 17		
R308	54	8.0**	Ordered by mail?	4
U807	18	1.9	----	4
(Median)		(-3.2)		
U801	52	-8.9	-----	1
R306	86	-9.0	Leave written message?	4
		Adults		
R406	97	-0.1*	Read during week?	4
(Median)		(-4.0)		

*Content phrase ending with ? indicates objective 4 exercise;
phrase in quotes indicates an essay;
dashes indicate unreleased exercises;
dashes in quotes indicate unreleased essays.

**Indicates highly atypical exercises, beyond 2.58 times the standard error.

Age 9. Median performance for 9s in Smaller Places is -1.1%. Five exercises differ significantly from this median, with three above, two below. Only one (R108), which shows atypically high performance, is released. Of all 9s, 94% indicated they had written one or more things outside of school, while 96% of 9s in Smaller Places said they had done so.

Age 13. A median deficit of 2.6% is found for this group. Two exercises show performance atypically above the median, and one, atypically below it. All three are unreleased; two required writing something which contains specified information and the other asked for a report about a writing activity.

Age 17. The Smaller Places 17s show a median deficit of 3.2%. Four exercises are atypical, two of them significantly higher and two significantly lower than the median. Of the two which are above the median, one (R308) is released. It asked whether respondents had written to order something through the mail during the past 12 months; 54% of all 17s and 62% of Smaller Places 17s said they had done so.

The released exercise showing atypically low performance (R306) asked whether respondents had left a written message for someone in the past 12 months; 86% of all 17s and 77% of 17s in Smaller Places said they had done so.

Adults. The median performance for adults in Smaller Places is -4.0%. One exercise differs significantly from this, showing atypically high performance. It asked adults to check any of a list of things they read during the week (R406). Of all adults, 97% indicated they read one or more things; Smaller Places adults were almost identical in their responses.

Overlap Tasks

Nineteen exercises, 12 of them released, were administered at more than one age level and are called overlap tasks. The wording of these may differ somewhat from one age to another, but their intent is the same.

On all but four of the overlap tasks, the performance either follows the typical performance for all exercises

in a SOC and age group, or shows atypical results at only one age. Three of the four overlaps showing atypical behavior at more than one age are released. They have been discussed in the appropriate SOC and age sections previously, but it is easier to see how they are behaving if they are discussed together.

Two of the three released tasks ask for a report about writing activity and, as discussed in the earlier sections, are among the few on which the Big City and Urban Fringe results are the reverse of their typical behavior. One (Overlap Task 9) asked respondents to check on a list any items they had written outside of school. This exercise was given at ages 9, 13, and 17. As Exhibit 4-10 shows, in the Big City results at all three ages are much above the median for their own age. In the Urban Fringe, on the other hand, the 9s and 13s are below the typical performance for their ages, and either the same as or slightly below the nation as a whole.

EXHIBIT 4-10

Overlap Task 9

(What have you written outside of school?)

	Big City		Urban Fringe		Smaller Places	
Age	Median	Diff. from Natl. %	Median	Diff. from Natl. %	Median	Diff. from Natl. %
9	-5.5	-0.7	2.8	0.2	-1.1	2.1
13	-2.5	3.8	3.2	-1.8		
17	-5.2	-0.1				

The performance of Smaller Places 9s follows the same pattern as in Big Cities. While their typical performance is 1% below the national, they show a 2% advantage on Overlap Task 9.

Performance in Medium-Size Cities does not differ from the typical on this task.

The results for Overlap Task 10 are similar. This exercise asked respondents if they had been on a trip during the past 12 months and, if so, to check any of a list of things they had written. As for Overlap Task 9, Big City responses are atypical in being above the median performance. At ages 9 and 13, responses are above the nation as a whole, as Exhibit 4-11 shows. The Urban Fringe 9s are

Exhibit 4-11

Overlap Task 10

(What have you written on a trip?)

	Big City		Urban Fringe	
Age	Median	Diff. from Nat'l %	Median	Diff. from Nat'l %
9	-5.5	6.4	2.8	-1.6
13	-2.5	1.5		

below their own median and below the nation as well. The results in Medium-Size Cities and Smaller Places do not differ from typical performance and are not shown here.

The third released overlap, Task 6, required respondents to write an acceptable order for a pair of seahorses. The task was given at ages 13, 17, and adult, but atypical results appear only for 13s and 17s, and only in the Big City. The performance of these two ages is far below the median for their group, as Exhibit 4-12 shows.

Exhibit 4-12

Overlap Task 6

(Order a pair of seahorses.)

	Big City	
Age	Median	Diff. from Nat'l %
13	-2.5	-15.7
17	-5.2	-12.5

Discussion

The distinction made in discussing the overlap tasks which ask respondents to report on activities may be made for non-overlap tasks as well. Exhibit 4-22 shows the number of atypically high and low exercises of the "report an activity" type for each of the four sizes of community; in the Big Cities and Smaller Places, where typical performance is below the national, performance on these exercises is atypically high. The reverse is the case in the Urban Fringes and Medium-Size Cities, which typically perform above the nation as a whole.

The exercises which require respondents to do some task, don't follow this pattern, as Exhibit 4-13 also illustrates. Atypical exercises divide, some being much above and some much below the median in each group.

The median effects for each size of community for performance tasks (those assigned to Objectives 1, 2, and 3) are shown in Exhibit 4-14. In several groups, the effect becomes more extreme, showing either a greater deficit (for example, Big City 13s) or a greater advantage (for example, Urban Fringe 17s) than when the median is obtained for all exercises.

Exhibit 4-13

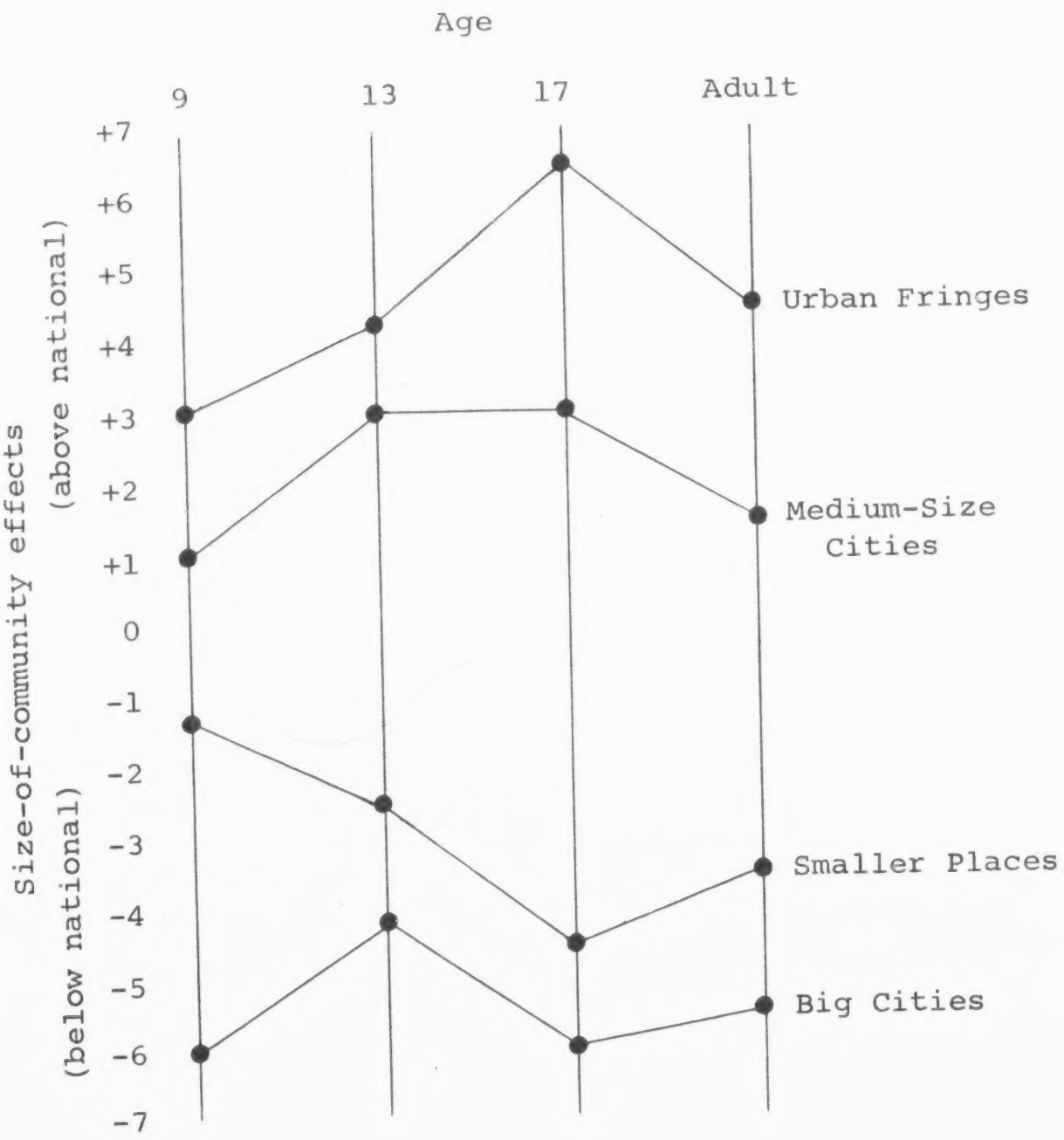
Number of atypically high and low exercises in the "report an activity" and the "perform a task" categories, by size of community

		Big City	Urban Fringe	Med. City	Sm. Pl.
"Report on an activity"*	Atyp. high	8	0	0	5
	Atyp. low	0	6	5	1
"Perform a task"	Atyp. high	4	3	5	3
	Atyp. low	4	4	2	4

* With a few exceptions, these are Objective 4 exercises. Three exercises assigned to Objective 4, however, require respondents to show knowledge about writing; any of these which are atypical are counted among the performance exercises.

Exhibit 4-14

Size-of-community effects for exercises classified under Objectives 1, 2, and 3



Appendix A

DEFINITION OF TERMS

The major reporting categories used in this report are: Age, Region, and Size of Community (SOC).

1. Age: Four age levels were assessed. Three of these were in-school--9, 13, and 17-year-olds; and two--17s and young adults--were out-of-school, sometimes referred to as the household sample. The criteria used or the operational definitions of the four ages are as follows:

   9s--Born between 1/1/60 and 12/31/60
   13s--Born between 1/1/56 and 12/31/56
   17s--In-school: Born between 10/1/51 and 9/30/52
   Out-of-school: Born between 10/1/50 and 9/30/51 and <u>not</u> enrolled in school in March 68 OR born between 10/1/51 and 9/30/52 and <u>not</u> enrolled in school in March 1969.
   young adults--Born between 7/1/33 and 6/30/43

2. Region: Four geographical regions are being used for <u>all</u> age levels--<u>Northeast</u>, <u>Southeast</u>, <u>Central</u>, and <u>West</u>. The states falling in each of these four regions, for reporting purposes, are as follows:

<u>Northeast</u>	<u>Southeast</u>	<u>Central</u>	<u>West</u>
Del.	Ala.	N.D.	Hawaii
Maine	Ark.	S.D.	Alaska
N.H.	Fla.	Iowa	Idaho
Vt.	Ga.	Kansas	Mont.
D.C.	Ky.	Minn.	Wyo.
Md.	La.	Mo.	Utah
N.J.	Miss.	Neb.	N.M.
N.Y.	N.C.	Ill.	Nev.
Conn.	S.C.	Ind.	Cal.
Pa.	Tenn.	Mich.	Ore.
Mass.	Va.	Ohio	Wash.
R.I.	W. Va.	Wis.	Ariz.
			Colo.
			Tex.
			Okla.

This classification is that used by the Office of Business Economics, Department of Commerce; the names for regions used by OBE differ from National Assessment names for three regions:

National Assessment	OBE
Northeast	Northern Atlantic
(Southeast)	(Southeast)
Central	Great Lakes and Plains
West	West and Northwest

3. Size of Community (SOC): The four reporting categories for SOC were (1) Big Cities, (2) Urban Fringes, (3) Medium-Size Cities, and (4) Smaller Places. They were defined as follows:

SOC Category	Description
Big Cities	All central cities of the U.S. with a population of 200,000 or greater.
Urban Fringes	For each county containing a city in the Big City SOC category, the region of the county not within the city limits plus all counties within the same Standard Metropolitan Statistical Area (SMSA) as the "Big City."
Medium-Size Cities	All SMSA counties not included in Big Cities or Urban Fringe SOC categories plus all counties which contain at least one city of 25,000 people or more. If such a city was a part of more than one county, the county with a majority of the city population was classified here.
Smaller Places	All counties and combinations of counties with a population under 25,000 not included in the above categories.

Appendix B

RELEASED EXERCISES

Released exercises administered to the four ages appear in the following pages. The exercises are grouped by age, followed by the overlap tasks given to two or more ages. At the end of each exercise is noted the objective for which it was written. The four writing objectives are:

1. Write to communicate adequately in a social situation.

2. Write to communicate adequately in a business or vocational situation.

3. Write to communicate adequately in a scholastic situation.

4. Appreciate the value of writing.

EXERCISE R101

(9:3-22)

Pretend that your grandmother gave you a puppy for your birthday. You named him Inky. Now write a thank-you letter to your grandmother.

(The rest of the page provided lines for the response.)

SCORING

Acceptable: The letter must fulfill all three of the following:

1) be in the form of a letter body (use forms of "I" and "you" rather than be a copy of the question), and
2) be legible and readable (be understood after one careful reading), and
3) include an indication of appreciation for the gift.

A greeting and a closing were not necessary for the work to be scored acceptable.

Not acceptable: Copying the question or omitting any of the above.

RESULTS

Age 9

88%	Acceptable
11	Not Acceptable
2	No response
101%	

Objective 1

EXERCISE R102

(9:7-21)

Pretend that you are in Miss Cook's class. Your class is going to give a play called Chief Wahoo's Surprise. As you can see, this poster tells about the play.

Write a short letter inviting a favorite friend or relative to come to see your play. Be sure to put in all the information you think your friend or relative should know.

(Approximately 1/2 page of lined space was provided for the response.)

SCORING

Acceptable: The response must be a letter of invitation (include forms of the pronouns "I" and "you" and invite the person addressed to the play), mention that there is a play and give the date (November 23), the time (1:30) and the place (Miss Cook's class or Room 14).

Not acceptable: Omission of any of the above pieces of information or giving incorrect information.

RESULTS

Age 9

35	Acceptable
64	Not acceptable
1	No response
100%	

Objective 1

EXERCISE R103

(9:5-18) (Similar to Exercises 203 and 301)

You are going to hear two people talking on the telephone. One is a girl named Mary Brown. The other is someone just about your age. His name is Billy. Pretend that YOU are Billy and LISTEN CAREFULLY to what Mary asks Billy to do. (Children then listened to the conversation reproduced below. It was not printed in the children's booklet.)

BILLY: Hello.

MARY: Hello, who is this?

BILLY: This is Billy.

MARY: Billy, this is Mary Brown. Is your sister there?

BILLY: No, she's at the store.

MARY: Will you give her a message for me?

BILLY: Sure, I guess so. What is it?

MARY: This is pretty important, Billy. Can you get some pencil and paper and write it down?

BILLY: O.K. Wait a minute. pause I'm ready now. Go ahead.

MARY: Tell your sister that I'll meet her at Jane's house at 6 o'clock tonight. Got it?

BILLY: No, don't go so fast. Say it again.

MARY: Tell her to meet Mary Brown at Jane's house at 6 o'clock tonight. Got it now?

BILLY: I think so, let me see. Meet Mary Brown at Jane's house at 6 o'clock tonight.

MARY: That's right, Billy, don't forget now. Goodbye.

Mary asked Billy to write a note, didn't she? Now, you will hear them again. Pretend that you are Billy again. Listen carefully, and this time try to write the note that Mary asks Billy to write.

(Approximately 1/2 page of lined space was provided for the response.)

SCORING

Acceptable: The response must

1) be a note that states:

   a. meet Mary or meet Mary Brown
   b. where: Jane's house
   c. time: 6:00
   d. day: tonight

Not acceptable: Omission or error in any of the above pieces of information, or failure to write a note. Copying the instructions or stating, for example, "Tell your sister to meet Mary..." was not in note form and therefore unacceptable.

RESULTS

Age 9

31%	Acceptable
66	Not acceptable
3	No response
100%	

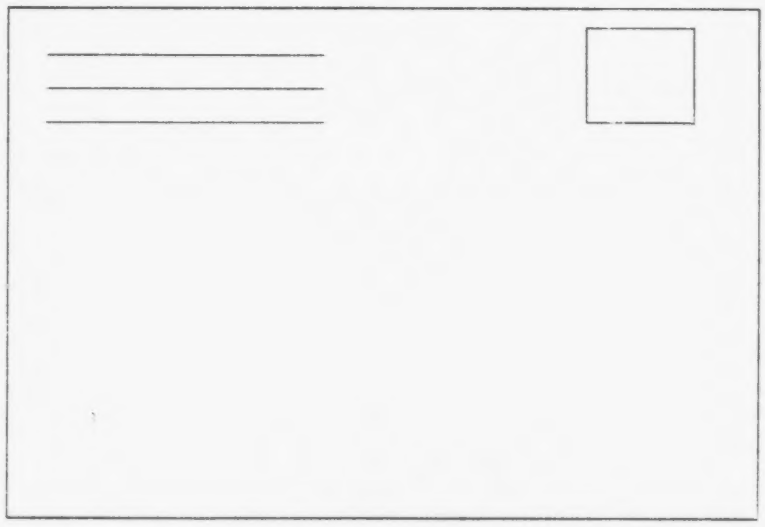
Objective 1

EXERCISE R104

(9:2-21) (Overlaps Exercise 202)

Mary Smith lives at 100 Main Street in Hopson, Ohio. The zip code for Hopson is 45601. Mary's grandmother lives at 475 Cactus Lane in Sunshine, Arizona. Her name is Mrs. Robert Smith, and her zip code is 86001.

Pretend that Mary wants to send a letter to her grandmother. How should she address the envelope? Fill out the envelope below the way Mary should. Make sure you write down everything that should go on the envelope.



SCORING

Acceptable: All envelope parts had to be written in the proper places. The zip code was not required, but had to be correct if written.

Not acceptable: Any errors or blank spaces on the envelope.

RESULTS

Age 9

28%	Acceptable
69	Not acceptable
3	No response
100%	

Objective 1

Age 9

EXERCISE R105

(9:4-18) (Similar to Exercises 106, 206, 304, and 404)

Fill in the blanks below. Do not use your own name. Each boy should call himself Adam Baker Carson. Each girl should call herself Alice Baker Carson. You may make up the rest of the information.

NAME: _____
last first middle initial

ADDRESS: _____
number street city or town state

ZIP CODE: _____

DATE OF BIRTH: _____
month day year

TODAY'S DATE: _____

SCORING

Acceptable: Every blank filled in with appropriate information. For specific blanks, the following information was required:

1) state-one of the fifty states
2) zip code-5 digit number
3) birthday-a month or a number from 1 to 12, day, and year
4) date-month, day, and year (if a day of the week was included, the line was considered acceptable).

Not acceptable: Error in part of the application (such as writing a day of the week in the "date of birth" blank), or failing to fill in a blank.

RESULTS

Age 9

16%	Acceptable
82	Not acceptable
2	No response
100%	

Objective 2

EXERCISE R106

(9:7-19) (Similar to Exercises 105, 206, 304, and 404)

Fill in the lines below. Do not use your own name here. Each boy should call himself Adam Baker Carson. Each girl should call herself Alice Baker Carson. You may make up the rest of the information.

1. _____
first name middle initial last name
2. _____
street address
3. _____
city or town state zip code
4. DATE OF BIRTH: _____
month day year

TODAY'S DATE: _____

SCORING

Acceptable: Every blank filled in with appropriate information. For specific blanks, the following information was required:

1) state-one of the fifty states
2) zip code-5 digit number
3) birthday-a month or a number from 1 to 12, day and year
4) date-month, day, and year (if a day of the week was included, the line was considered acceptable)

Not acceptable: Error in part of the application (such as writing a day of the week in the "date of birth" blank), or failing to fill in a blank.

RESULTS

Age 9

12%	Acceptable
87	Not acceptable
2	No response
101%	

Objective 2

EXERCISE R107

(9:4-17)

Pretend that your class is going to have a pet show in the school parking lot at nine o'clock on May 10, 1970.

Write an announcement about the pet show. The announcement will be printed in the school newspaper. It is an important announcement because you want people to come to the show. Be sure to put in everything that you think is important.

(Approximately 1/2 page of lined space was provided for the response.)

SCORING

Acceptable: The announcement must include the following pieces of information:

1) the fact that there is a pet show
2) place
3) time
4) date

Not acceptable: Omission of any of the above pieces of information, or giving incorrect information.

RESULTS

Age 9

21%	Acceptable
76	Not acceptable
4	No response
101%	

Objective 3

EXERCISE R108

(9:2-20) (Similar to Exercises 209 and 307)

Mark any of these things that you have written outside school just for fun.

Joke
Poem
Report
Story
Other (explain on the lines below)

(Three lines were provided for additional responses.)

Percentage who stated they had written:

93% 1 or more of the items listed

Objective 4

EXERCISE R109*

(9:10-21) (Overlaps Exercises 208 and 407)

A. During the last 12 months, did you take any trips away from home?

Yes (Go to B)
No (Go to next exercise)

B. (If "Yes" to A) Did you

1. send a post card while on a trip?
   yes
   no
2. write a letter telling about a trip after you got home?
   yes
   no
3. write a letter while on a trip?
   yes
   no
4. keep a diary while on a trip?
   yes
   no
5. make notes about some of the things you saw?
   yes
   no
6. write a thank-you note to someone you visited?
   yes
   no
7. write a report about a trip after you got home?
   yes
   no

Of those who said "Yes" to A, the percentage who included:

78% 1 or more pieces of information

*This exercise was typed double space in the respondent's package.

Objective 4

Age 9

EXERCISE R110*

(9: 1-21)

Think about what happens when you go to school. Write a little story that tells what you do from the time you leave where you live until you get to school. Be sure to include everything that you think is important.

(The rest of the page provided lines for student responses. The students could continue on the other side of the page if they wished.)

Examples of what the 9-year-olds wrote for this exercise are shown on the following pages.

Objective 3

*In the first writing report (Writing: National Results 1970) essay exercises were labeled "E1," "E2," etc. That system has been superceded; all exercises within an age are now numbered consecutively.

Below are examples of the better papers written by 9-year-olds; 13% of the 9s wrote papers at least as good as these.

after I have left from
home our father drives us to
school he parks in front of
the school on the other side
of the street. Then he lets me
out so I can cross the street
to the school. Then I cross
the street and go in the
school to put my lunch
away and hang up my
coat because I dont go out
for recess in the mournings

From my house to the school it is about
3 blocks. I walk with my sister and brother
When I get to school the first think
we usually do is have the "Pledge of Alegience
our class is very proud to see the
american flag in our classroom. after
that we have reading, then we have
spelling, after that math on Tuesday
& Friday's we have gym. Then we go
out for recess, then we go home
for lunch, when we come back for the
rest of school we played on the playgrame
until the bell rings then we have social
studies, sometimes we have art. Then
we go home.

I get on the Bus. We go to another school
and drop of most of the kids. Then we go to my
school and drop me off. I walk up to sidewalk then
I go in the school door. I take of my boots and put
on any shoes. Then I go in my classroom and I hang
up my coat and my things. Then we wait for
about 5 minutes and then we say our prayers.

Here are examples of typical papers written by 9-year-olds; 51% wrote papers at least as good as these.

When we are waiting for the bus we sometimes play games down at the end of the road. Then when the bus comes we get on it and I fend my girlfriend and then we stard talking about when we grow up we will march in a prade. And then we stop and go on in school.

I stop at house and get peples And we play with my dog. And we came to School we read books. And we stop at the stores And we have a good time. And we see house and dog. And we see some pig And we walk to School.

I go across the street pick up my girl freind. Go down the street turn right cross a little street walk to the next corner cross the avenue and the other big street go to the schoolyard play hopscotch and where the bell rings get in line and wait to go in.

Age 9, Exercise R110 (continued)

Most 9s could write papers as good as or better than the examples below; 97% wrote papers at least this good.

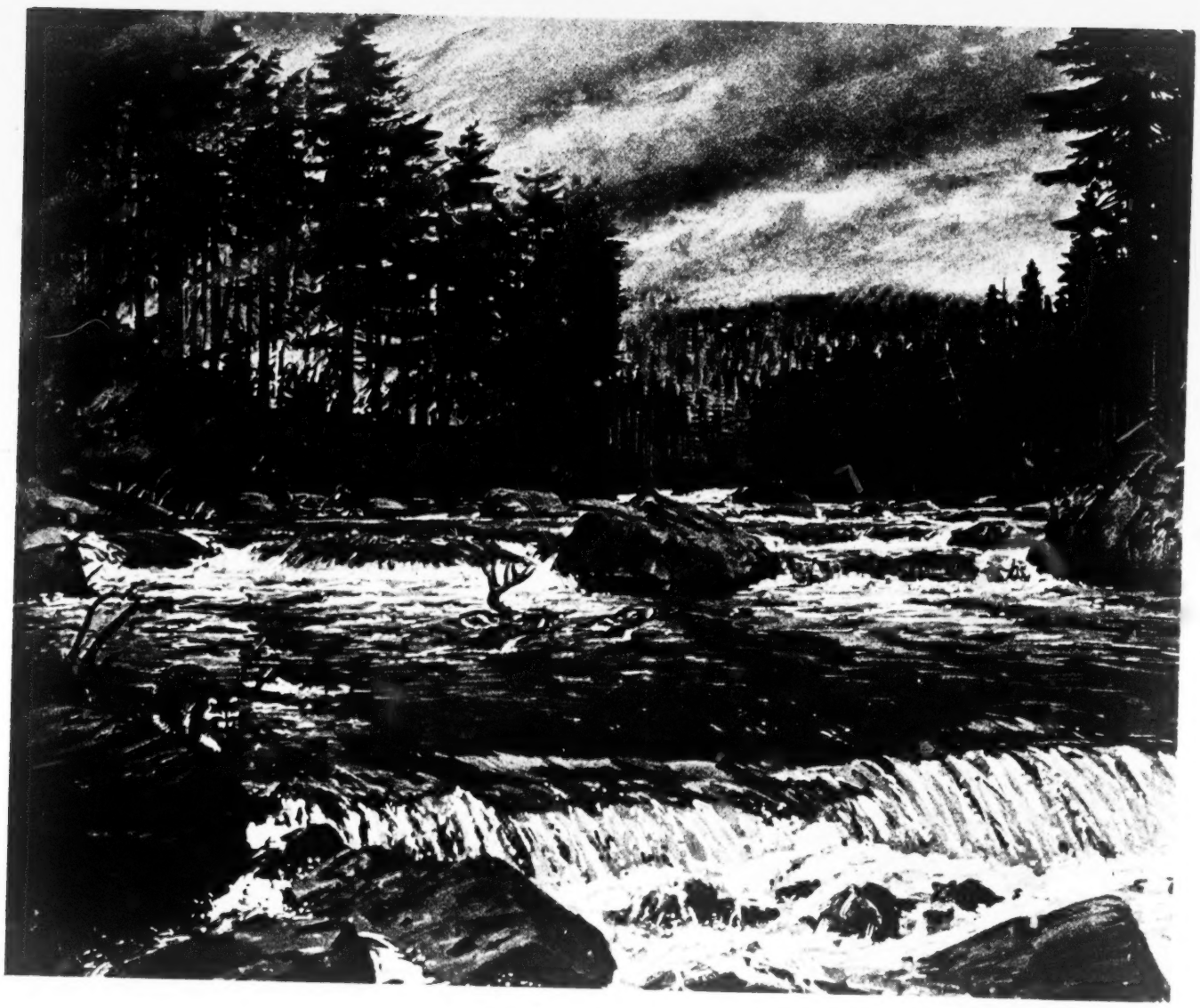
I go out the door. And go through my yard then through Kelly's yard then the school sidewalk then I go in the school bulding.

I walk to schod.
And stop and git Mozella.
and walk up the street.
I leave home at 8:00

I likes my English work that is important to my mother and fatha to: and I like schosl.

Age 9

(9: 2-22) EXERCISE R111



Here is a picture of something sad that is going on in the forest. Look at the picture for a while. Do you see the forest fire? Write a story about what is happening in the picture. This is an important story because you want people to know about this sad event.

(The rest of the page provided lines for student responses. The students were instructed to use the back of the page if they wished. The picture they saw was in color.)

Examples of the papers 9-year-olds wrote in response to this picture are shown on the following pages.

Objective 3

Below are examples of the better papers written by 9-year-olds; 20% of the 9s wrote papers at least as good as these.

There was a fire in the woods one day. It was burning the trees down and burning the grass. It was a real big fire. There was a river near by but there wasn't any body to put it out. There were rocks in the water. There were dear swiming across the river to get away from the fire. There was a raccoon on a rock try to get across. The fire was getting biger and biger. The water was ruining down a small hill.

One day in the forest I saw some deer. They were looking for food. All the suddend the forest was on fire. The deer were traped in between the fire and a river. The fire was about to burn the deer. So the deer jumped in the river and began to swim to the other side. The little one almost drown. Finally they got to the other side. It was safe. Their I ran home to mother and told her She did not believe it. She said did you really see two deer. Then I told her the hole story. She said she wish she was there. I will never forget that time.

One day a sron threw a match down. It started a big forest fire. All the animals were scared. Some of them ran but the fire blocked them. Rabbits went down in there homes. Finaly a ranger saw the fire. A lot of the animals were killed. It took the firefighters a whole day to put out the fire.

Here are examples of typical papers written by 9-year-olds; 64% wrote papers at least as good as these.

The deers are swimming across the river because they do not have a home because the fire burned it down somebody did lite a match that is what cause the fire. The animals is swimming to safety for the a fire will not kill them. The trees will be burned down the hill will be black. Then the animals will not have anything to eat and then they would die. The trees will be down on the ground. all the animals will die that did not cross the river.

A careless man may have not put out his cigrette well enough. This might have started this forest fire. The trees will burn down and some of the forest animals may be caught in the fire, and be killed. The forest animals that did get out of the forest will head for the river. I think that if we could prevent this forest fire, we would have more wildlife and less burned down forests.

Once upon a time there was a big forest there was 400 acres of trees and thonands of Animals but one day the forest caught a fire trees was burning down and falling there was 2,000 firemen fight the fire, blazes was going 300 feet high in the air in two weeks the hold forest burned down a killed 500 hundred Animals and 100 men and burned down 8,000 trees, and that was the end of the great forest fire

Most 9s could write papers as good as or better than the examples below; 96% wrote papers at least this good.

Done one have been caralss
a dros a mack. a stand a forest
fire. And see in the picture it show
two deep done in to the watch
and com to. and I see a deep.
a watch fall. and I see rock.
And I see the tree ove fire. And
a tree. And I see a the two
a fath and mother's.
The Esnd

A fire is in woods. The fere
is speing over woods.
an som is in the sky.
the fire is at the worth.
tree are folling in the worth.

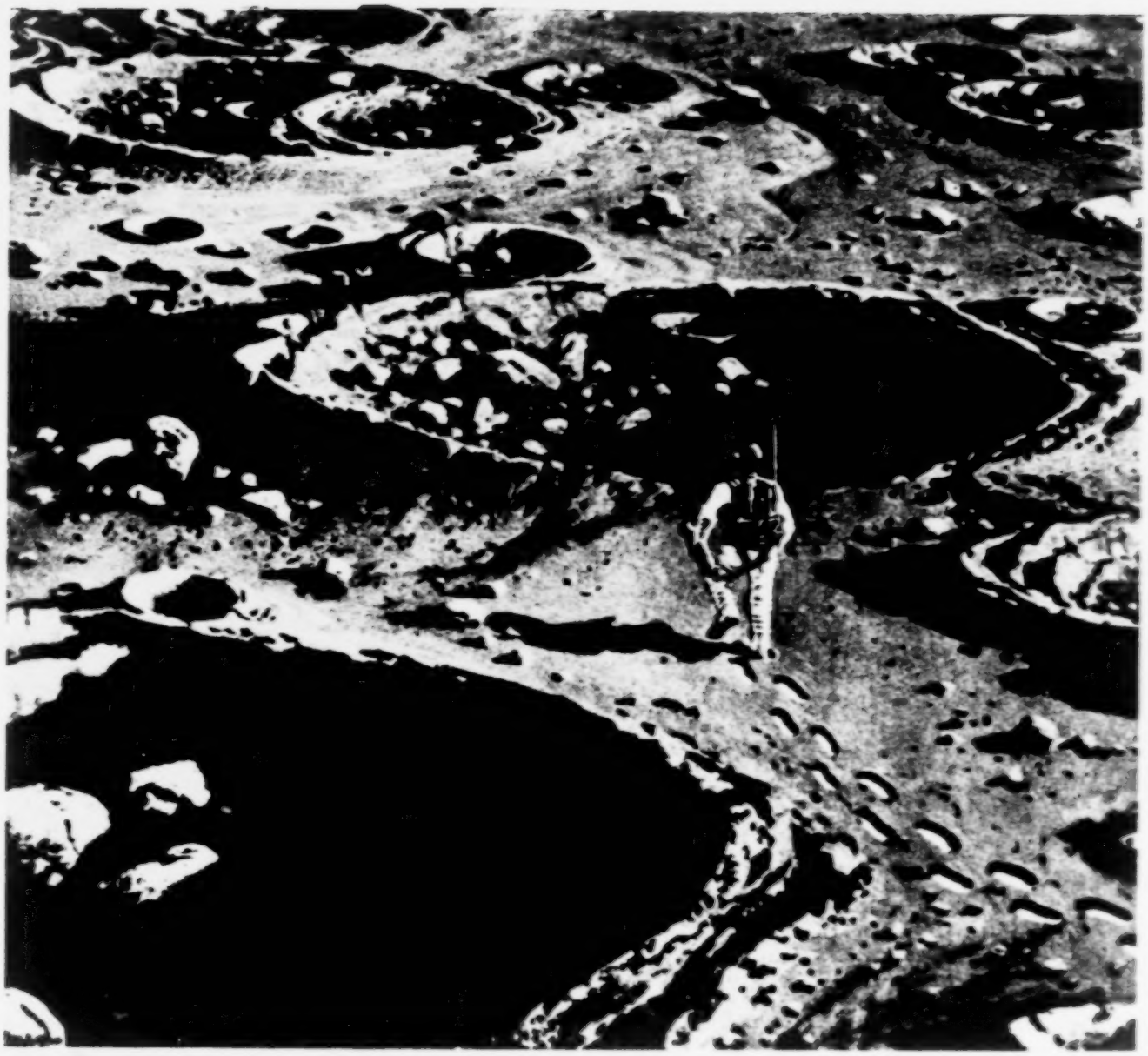
The forest is on fire, and the
an umils are runing. Deer and other
forest anam ils are running. The
trees are green and pretty.
Ther is water and rocks and bston &
a tree brock down. and That
is all I want to say.

Good-by

Age 9

EXERCISE R112

(9: 4-19)



Here is a picture of an astronaut on the moon. Look at the picture for a while and think about what is happening. Now, pretend that YOU were the astronaut, and write a story about your walk on the moon.

(The rest of the page provided lines for the response. Students could use the back of the page if they wished.)

Examples of what 9-year-olds wrote in response are shown on the following pages.

Objective 3

Below are examples of the better papers written by 9-year-olds; 8% of the 9s wrote papers at least as good as these.

When I was walking on the moon I was scared a little because it was so dark on the moon, I walked inbetween two craters they were very big, big enough to hold a little house. There was a shadow of a giant crator, and boulders big enough to crash right through a steel wall. I to is time for me to go back to the L.E.M. now
Good-by

The ship landed with a crash and my partener stayed in the ship incase any thing hapend I got out of the ship but I was a little afraid because man had never walked on the moon when I got out the soil felt quite funny on my feet and there I was the first man on the moon I walked around for a while and stuck the American Flag on the moon and got into the ship and we took of on our way home the Earth, and did I have a story to tell the head of the space program when we got home.

When I got out of our spaceship I explored the planet. When I was walking I saw some light on the other side of the planet, it looked like Uranium. I got into my spaceship and blasted off. Then I landed it where the light was comming from. When I got out the light I saw was in a cave. I went into the cave. And went out the other side. when I saw the light it was comming out of a volcanoe. Then at that second something strange happened the volcanoe erupted. I ran back to my spaceship. When I got back to my spaceship the lava was behind me. then I blasted off.

Here are examples of typical papers written by 9-year-olds; 59% wrote papers at least as good as these.

My walk to the Moon

I m getting near to the moon. I may land soon. I have landed on the moon. I see a big crater. It has a lot of pretty rocks in it. I am going to get some. I am going back to the ship and lisn I am going back to earth. Good-by moon.

We are walking on the moon and we find some moon rocks. Then the other guy almost steped in a gravle. The we walked up farther and saw some strange things we saw a big rock. it was all different colors. We walked up farr and saw something moving it was a moon man. We talked kind of strange. Then we got on the rocket ship and herd a sound

Well my story begins on the moon. I was walking on the moon when I fell down I hurt my shelf but I got right up agin. So I went right on by and by I had to go back down to the earth.

Most 9s could write papers as good as or better than the examples below; 97% wrote papers at least this good.

My Trip
I could walk around and look and see if
andy one was ther to. and I wild see ifI
cadd flot.

When owr spas ship landed.
Ther ar wieny craters. it is
very dark xpyer The spas
ship has a cumpartment.
The fag at the upytedstas
The spase ship is big.
The darknes of the moon is
very dark

One day I went to The moon.
and wenlme I walk it would make
foots prents. It hardlys make
foots prents on earth

Age 13

EXERCISE R201

(13:8-19)

About three months ago, Leo Logan moved from the city to the country. His father bought a farm, and now Leo's address is Rebel Road, Rural Delivery No. 1, Harris, Nebraska 69000.

Leo likes the country, but he misses his old friend Ozzie Drake. Leo's mother says, "Why don't you write to Ozzie and invite him to visit us for a week this summer?"

Write Leo's letter of invitation to Ozzie.

(Approximately 1-1/2 pages of lined space were provided for the response.)

SCORING

Acceptable: The response must:

1) be a letter, and
2) be written to Ozzie, and
3) include an invitation for a visit.

Not acceptable: Omitting any of the above pieces of information.

RESULTS

Age 13

91%	Acceptable
6	Not acceptable
3	No response
100%	

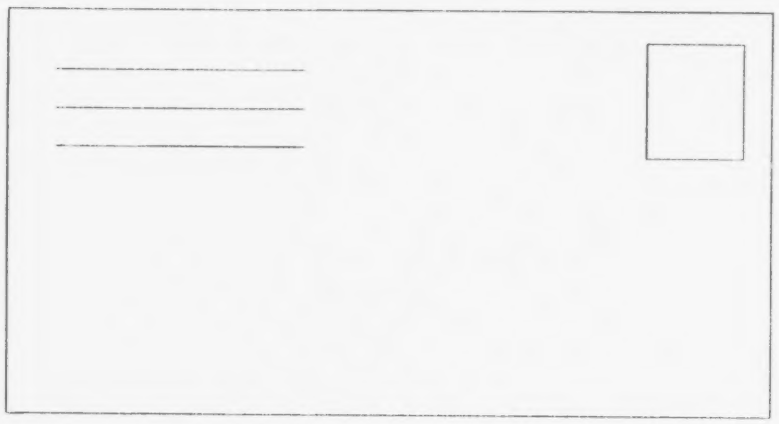
Objective 1

EXERCISE R202

(13:9-19) (Overlaps Exercise 104)

Mary Smith lives at 100 Main Street in Hopson, Ohio. The zip code for Hopson is 45000. Mary's grandmother lives at 475 Cactus Lane in Sunshine, Arizona. Her name is Mrs. Robert Smith, and her zip code is 86001.

Pretend that Mary wants to send a letter to her grandmother. How should she address the envelope? Fill out the envelope below the way Mary should. Make sure you write down everything that should go on the envelope.



SCORING

Acceptable: All envelope parts had to be written in the proper places. The zip code was not required, but had to be correct if written.

Not acceptable: Any errors or blank spaces on the envelope.

RESULTS

Age 13

78%	Acceptable
19	Not acceptable
3	No response
100%	

Objective 1

Age 13

EXERCISE R203

(13:8-17) (Similar to Exercises 103 and 301)

You are going to hear a telephone conversation between two boys, Al and Ben. During the conversation, you will discover that Ben is going to have to write a note to his mother. Listen carefully to find out the things that Ben will have to say in his note. (Children then listened to the conversation reproduced below. It was not printed in the children's booklet.)

AL: Hey, Ben, this is Al. I called you to remind you you're supposed to come down to my house for supper tonight before the game.

BEN: Oh yeah, I remember. Your mother and father are going to pick me up on the way back from the barber shop. What time do you think you'll get here?

AL: Oh, around 5 o'clock.

BEN: O.K. I'd better leave a note for my mother. She won't be home until 5:30 and maybe she's forgotten that I won't be eating at home.

AL: You'd better remind her of the ball game, too. She's supposed to pick us up afterwards, isn't she?

BEN: That's right. Your father is taking us to the game but my mother is bringing us home. Thanks for reminding me. I'll write the note right away.

You will now have another chance to hear the conversation between Al and Ben. Listen to it carefully again and then, when the boys have finished talking, write the note that you think Ben should leave for his mother.

(Approximately 1/2 page of lined space was provided for the response.)

SCORING

Acceptable: The response must:

1. be in the form of a note that states
   a. he is going to Al's house for dinner, and
   b. Al's father is taking them to the ball game (or the reader must be able to infer this information), and
   c. his (Ben's) mother should pick them up after the game.

Not acceptable: Omission or error in any of the above pieces of information, or copying the instructions.

RESULTS

Age 13

67%	Acceptable
32	Not acceptable
1	No response
100%	

Objective 1

EXERCISE R204*

(13:7-18) (Overlaps Exercises 305 and 405)

Looking for a special gift for that SPECIAL someone?
We can provide you with a pair of fascinating sea horses for less than you will pay elsewhere. Send only $3. We guarantee a live delivery and include free food and instructions.
Gulf Suppliers, Inc., Box 79, Seaside, Florida 33000

Someone who lives at 320 Random Road in Port Huron, Michigan 48121, has decided to buy a pair of sea horses.
Write a letter that he (or she) can send to order them.

(Approximately one page of lined space was provided for the response.)

SCORING

Acceptable: The letter must include the following:

1) the product wanted, and
2) the sender's address.

Mentioning that money was enclosed was not necessary for acceptability.

Not acceptable: Omission or error in either of the above pieces of information.

*This exercise is presented here as it was given at ages 13 and 17. See Exercise 405 for minor differences in its presentation at the Adult level.

RESULTS

Age 13

46%	Acceptable
52	Not acceptable
2	No response
100%	

Objective 2

Age 13

EXERCISE R205

(13:5-19) (Similar to Exercise 403)

The seventh-grade history classes at Saluki Junior High School in Saluki, Idaho, are studying how their local government works. The students have become so interested that they have decided to invite Mr. Carmen J. Hatch, the Mayor of Saluki, to talk to them about his job.

Chris Cantor, president of the seventh grade, has the job of inviting all guest speakers to the school. Write Chris's letter of invitation to Mayor Hatch.

(Approximately 1-1/2 lined pages were provided for the response.)

SCORING

Acceptable: The letter must:

1) invite the mayor to speak to the class, and
2) suggest a topic (how local government works or about his job), and
3) give the name of the school, and
4) ask for a date or tell the mayor the date they would like for him to come. "At your convenience" is acceptable.

Not acceptable: Failure to include any of the above information.

RESULTS

Age 13

27%	Acceptable
71	Not acceptable
1	No response
99%	

Objective 2

EXERCISE R206*

(13:11-22) (Overlaps Exercises 304 and 404, Similar to Exercises 105 & 106)

Below is a sample application blank. Ones like it are used to get information from people who are applying for driving licenses, credit cards, passports, and other identification cards. Please print the information requested.

Do not use your own name. For this application blank, each boy should call himself Adam Baker Carson. Each girl should call herself Alice Baker Carson. You may make up the rest of the information.

1. _____
last name first middle initial

2. _____
street address

3. _____
city or town county state zip code

4. DATE OF BIRTH: _____ 5. SEX: _____
month day year M or F

6. HT: _____ WT: _____ HAIR: _____ EYES: _____

TODAY'S DATE: _____

SCORING

Acceptable: Every blank filled in with appropriate information. Acceptable responses for specific pieces of information required that:

1) the state must be one of the 50 states, and
2) the zip code must be a 5 digit number, and
3) the birthday must include a month or a number from 1 to 12.

The first three lines of the application blank must be printed. There was a liberal acceptance of "funny" responses such as height-2 feet; weight-400 pounds; hair-green.

Not acceptable: Error or omission in any blank of the application.

*This exercise is presented here as it was given at age 13. See Exercise 304 and Exercise 404 for minor differences in its presentation at age 17 and Adult.

RESULTS

Age 13

26%	Acceptable
72	Not acceptable
1	No response
99%	

Objective 3

EXERCISE R207

(13:9-16)

A. Do you think that there are any jobs that require a lot of writing?

Yes

No

B. If you answered yes, list some of those jobs.

(Six lines were provided for the response.)

SCORING

Acceptable: The response must include one job that might under some condition require a lot of writing. If several jobs were listed, only one acceptable job was necessary in order to be considered an acceptable response.

Not acceptable: Giving only one job which does not require a lot of writing, or listing a place, such as "at a hospital" or "in an office."

RESULTS

Age 13

89%	Said yes and gave an acceptable example
3	Said yes and gave a not acceptable example
8	No response (Includes those who responded no to A)
100%	

Objective 4

EXERCISE R208*

(13:12-18) (Overlaps Exercise 109 and Exercise 407)

A. During the last 12 months, did you take any trips away from home?

Yes (Go to B)
No (Go to next exercise)

B. (If "Yes" to A) Did you

1. send a postcard while on a trip?
   Yes
   No
2. write a letter telling about a trip after you got home?
   Yes
   No
3. write a letter while on a trip?
   Yes
   No
4. keep a diary while on a trip?
   Yes
   No
5. make notes about some of the things you saw?
   Yes
   No
6. write a thank-you note to someone you visited?
   Yes
   No
7. write a report about a trip after you got home?
   Yes
   No

Percentage who responded to Part B and said "Yes" to:

88% 1 or more questions

*This exercise was double-spaced in the respondent's package.

Objective 4

EXERCISE R209

(13:12-16) (Overlaps Exercise 307, Similar to Exercise 108)

Other than for a school assignment, have you ever written any of the following:

A. Poem

Yes
No

B. Short Story

Yes
No

C. Play

Yes
No

D. Article for a magazine

Yes
No

E. Story for a newspaper

Yes
No

F. Words for a song

Yes
No

RESULTS

Percentage who stated they had written:

86% 1 or more of the items listed

Objective 4

EXERCISE R210

(13:11-1) (Overlaps Exercises 306 and 406)

A. During the last 12 months, did you leave a written message for some person?

Age 13

61%	Yes (Go to B)
39	No (Go to next exercise)
0	No response
100%	

B. (If "Yes" to A) About how many times?* _____

*This information was asked as a check on part A, but is not reported.

Objective 4

EXERCISE R211

(13:13-5)

Have you ever sent in a story, poem, joke, or drawing to a magazine or newspaper that wasn't connected with your school?

RESULTS

Age 13

16%	Yes
83	No
99%	

Objective 4

Age 13

EXERCISE R212

(13: 7-19)

Write a friendly letter to a "pen pal" in another country, telling him (or her) about your preparations for some holiday. Your letter should be as "newsy" as possible because your friend probably does not know how you do things where you live.

(The rest of the page provided lines for their responses. Students could use the back of the page if they wished.)

Examples of papers written in response to this exercise are shown on the following pages.

Objective 1

Below are examples of the better papers written by 13-year-olds; 11% wrote papers at least as good as these.

Dear Pen Pal,

We are preparing for our Thanksgiving holiday here in Memphis, Tennessee. We have bought a turkey and some stuffing. On Thanksgiving we will have turkey and dressing, cranberry sause, corn, peas, beans, carrots, bread, milk, tea, and so many other dishes. That night we will have a hay ride. That is when we rent some horses and a wagon. We spread hay in it and an adult person will take us riding in woods. "Us" is all the children. I hope you are doing fine. Everyone is excited about Thanksgiving. Write me soon.

Your Pen Pal,
Pen Pal

44 Yutang Avenue
Tokyo, Japan
October 7, 1969

Dear Sir,

We live in America will start to prepare for Thanksgiving soon. It is a day when all Americans give thanks to God for all the wonderful things he has given us. It is a day of jubilation. We eat turkey or something for dinner. Huge parades are shown on television and we watch them. In the afternoon we watch football games.

It all began when the Pilgrims had a celebration with the Indians thanking God for their safe journey to America.

Yours truly,

Hi!

How are you, fine I Hope. Well, another Holiday is coming Hope you are having fun. I am celebarting christmas. WE Have a Big green pine tree for our Christmas tree. We take paper and make ornuments and put lights on it. I will start Buying presents for my family. I Hope to buy you something. We always wrap packages and put them UNDER our tree. The Night Before Christmas well all open awe. Our parents buy us many things, But we are suppose to think SanthaClaus brings them. This is a tradition we have Santas in almost all the stores. He is fat and dressed in Red, He Has White Rime all around his Suit. The TRADITION has him living in the NORTH POLE with LITTLE ELVES making toys. When CHRISTMASS comes He gets in a sled and lets His Flying Rein deers pull him all over the WORLD giving gifts.

PS. write Back soon.

YOUR PEN Pal,

Here are examples of typical papers written by 13-year-olds; 49% wrote papers at least as good as these.

Dear friend,
We are preparing for Christmas and are having fun. We have put up a Christmas tree and have decorated our house with all kinds of stuff. On Christmas day we get all kinds of presents, and everyone is happy. We have a big dinner that day and there is always alot of things to eat. I hope you have a nice Christmas

Sincerely yours,

Dear Janet,
Christmas holidays ought to be fun. If it snows we will ride on our slide if it doesn't we will ride our horse. He is very pretty his name is Lee, he is red with a blaze face. We will probalely go to Florida this Christmas like we did last year. We had the greatest time and it was groovy.

Yours truly

DEAR PEN PAL
HOW'S THING OVER IN YOUR COUNTRY. TODAY MY MOTHER IS GETTING READY TO TAKE MY SISTERS AND BROTHERS TO GET THEIR HALLOWEEN OUTFITS AND HALLOWEEN CANDY. ON THE DAY BEFORE HALLOWEEN MY SISTER & BROTHERS AND I ARE GOING TO GIVE A HALLOWEEN ~~PARTY~~ A DAY BEFORE HALLOWEEN. WE ARE GOING TO HAVE THE WITCHES BREW BAT EYES AND ALL THE GHOSTLY FOODS AND (ETC). WISH YOU WERE HERE CAUSE IT'S GOING TO BE LOTS OF FOOD AND FUN.
THE KIDS THAT COME HAVE TO DRESS THEMSELVES UP INSTEAD OF WEARING COSTUMES. THE ONE WITH THE BEST COSTUM WILL WIN A PRIZE. THE PRIZE WILL BE GIVEN TO THE PERSON BY A MEMBER OF OUR FAMILY. THIS ENDS MY LETTER NOW.

YOUR TRULY,

Most 13s could write papers as good as or better than the examples below; 89% wrote papers at least this good.

Dear Joe
On my holiday i went on a fishing trape. On my way i saw a lake this go mile and mile. When i get there it was night. The next day my father and i went down to the lake & coat ten blue gail and two cat fish hope to see you soon.
Yorer Friend

Dear Lucille,
I wish when you receive this letter your fine. I miss you very much, because you are my closets freend. I am having a big party at my house this Sunday. I would like for you to come and be in the party. There is going to be Cake, refreshments, cookies, ice cream, etc. Please make the arrangments.
Yours truly,

Dear Janice),
Hows every one We are fines: We've been having a wonderful time and would love to see you Sue been skating remember how I skates like I'm dancing on dances remember know I dance real fine how I can do the popcorn, drop, split, mane wolds And We are coming up there in Easter so we can get to see you Ok By the way don't you be gone no where because I surely want to see you I going to close now be Joe carter! P.S. Take care Love

Age 13

EXERCISE R213

(13: 3-20)

If you could make an event in American history happen again so that you could play a part in it, which one would you choose?

Write a composition in which you describe the event and explain why you chose that particular event and what part you would like to play in it.

(The rest of the page provided lines for the responses. Students could use the back of the page if they wished.)

Examples of papers 13-year-olds wrote in response to this exercise are shown on the following pages.

Objective 3

Below are examples of the better papers written by 13-year-olds; 15% of the 13s wrote papers at least as good as these.

I would like to be in the time when women were picketing for their right to vote. I am in favor of equal rights both for men and women and besides they would have to listen to me and other women or else no clothes or good home-cooking or anything! Its not fair for men to be the superior

If I could go back in time and play a certain part in history, I would like to play the part of Paul Revere.

The reason I would like to be him is because he played an important role in the independence of our country. He was one of them that were awake and made people realize that they should break away from England.

His most important event that I like is his ride to Lexington and Concord. He was a very important person in this event and carried his part out well in warning everybody that the redcoats were coming.

Outside of this he was a very skilled craftsman. He owned a silver shop and was a very good silversmith. One of the best that ever lived!

If I could play a part in American history I would like to play a part in Thomas Jefferson time. I would like to play his sister or his cousin if he had any. I chose that one because I like all the wonderful things I've heard about him and because I think living in that particular time was fun and exciting. Also I wished I could have been present at that time when all those men signed the Declaration Of Independence because not it means alot to us, allover the entire states.

Here are examples of typical papers written by 13-year-olds; ... 48% wrote papers at least as good as these.

If I could make an event in American history happen again I would like the Revolutionary War Period I think this was an exciting time when noone knew what would happen next. I would liked to have lived in Boston at the time and been the daughter of one of the Sons of Liberty.

I would want to be back with Mr. Ford the one who invented the automobile. I chose this event so I could help him with his work on the car. I would help him by telling him how to make a bigger and better engine, transmission, body, and wheels. I would help him with designing the electrical systems also.

I would like to be in the Ohio Valley when the French-Indian War was going on. The war started because that was the main out-post for the French. So the English thought if they took over that out-post they would take over all the land that the French owned.

I would like to be George Washington who tried and help take the Ohio Valley over. Because he was the most bravest and always tried to save his man from death. He had all the great ideas a man should have.

Age 13, Exercise R213 (continued)

Most 13s could write papers as good as or better than the examples below; 87% wrote papers at least this good.

I would like to have Columbus find America. I would want to be Columbus when he discovered it.

Paul Revere,
I would like to be Paul revere and ride into town and yell out "here they come",

Or I would of like to of been George Washington In the cold bloody war of which he fought and won.

Or Benjamin Franklin who first discovered Electricity.

I would like to live in a year of Peace and have war on earth would not be, and my part in this year wold to make this Peace and stop the fight among the people on earth.

Age 13

EXERCISE R214

(13: 2-11)

Most of us look up to some famous person as a representative of the things we believe in or as the kind of person we would like to be. This person may come from any part of our society. For instance, we might admire Winston Churchill or Martin Luther King, Jr., Walter Schirra or Mickey Mantle, Florence Nightingale or Barbra Streisand. No matter where this person comes from or what kind of work he or she does, however, we can recognize such traits of greatness as determination, physical courage, the ability to inspire others, and faithfulness to some worthy cause.

Think about a famous person whom you admire. Select a particularly admirable characteristic or quality of that person -- such as Mickey Mantle's courage in the face of crippling physical handicaps or Florence Nightingale's determination to fight against strong governmental pressure. Write an essay of about 200 - 250 words describing this characteristic or quality. Be sure to provide an illustration of it from the person's life. Try to show that the person is great at least partly because of this characteristic or quality.

(The rest of the page provided lines for the response. Students could use the back of the page if they wished.)

Examples of what 13-year-olds wrote in response are shown on the following pages.

Objective 3

Below are examples of better papers written by 13s; 6% of the 13s wrote essays as good as or better than these.

I admire Pres John F Kennedy for his courage and determination, especially in the face of an emergency. This is important for a man in the position of President. He must be courageous and stand up for his convictions, as well as the convictions of the people.

If he were to panic in the face of stress and political pressure, or make a wrong decision, the whole country could be in trouble.

Courage is an admirable trait, but you don't have to fight lions to have courage. Courage is standing up for what you think is right, no matter what other people think or do. This is an important quality for a man in president Kennedys' position.

I think one of the things that best illustrate courage in President Kennedys life was the Cuban missile crissis. By standing up for our country President Kennedy proved he had courage. He didn't panic, when the Communists sent missiles to Cuba. He remained cool and told them to get their missiles out of Cuba. The Russions said they would if Kennedy got the missile sites out of Turkey. Kennedy said no, get your missles out of Cuba.

Kennedy showed strong determination in handling this crissis. He could easily have started a war by doing the wrong thing, and by standing up for his beliefs, he prevented what could have been a Russian stronghold. He said things the way he wanted them and he wasn't wishy-washy.

This kind of courage is a trait everyone should have.

I admire William F. Buckley Jr. He is a fantastic speaker. During campaigns such as the nineteen hundred and sixty eight presidential election, he appears on television and gives points of interest about the candidates running for office and what their policies are. During sixty eight, he appeared on nation-wide television, mostly on the republican side, and for Richard Nixon. Someone else whose name I forgot, was on the democrats side and for Hubert Humphrey. Together they debated on each candidates policies and what they stand for.

His vocabulary is really outstanding. It would be wise to have a dictionary on hand while he is giving a speech or talking.

Mr. Buckley can give a brilliant conversation on practically any matter you can bring up. On the Mike Douglas show, the audience was throwing him questions right and left. And he was throwing the answers right back at them. From ABM missle program to the latest on sport fassions, he seems to know it all.

I couldn't stress enough on his vocabulary! This is what makes him such a success. He is also an outstanding reporter. Earlier in life I believe he was a reporter for a large magazine. He is a good debator. Yes, in my opinion William F. Buckley Jr. is a great many our times.

Here are examples of typical essays written by 13-year-olds; 45% wrote papers at least as good as these.

I guese my mostly admired person was abe lincion. I've read almost all the book these are on him.

He reaby was quite a man. He worked for everything he got. He never gave up. He'd march miles to school all to get an education. He had problems with his dad to let him go to school.

He was always there and fair. He was Capt. at a camp and an indian come in and he wouldn't let them kill him.

He was a very brilliant speaker. He always had great stories to tell, and he could hold your attention for hours.

I think tho the greatest thing he ever did was with the slaves I com imagine how terrible it would be to have to stand out there all day and pich a lot of cotton. And to make it worse having some stupid cruel white man beating you.

He was so nice and he had a heart as big as an elephants! Attimes the, I wonder how that man at ford theatre could ever get the nerve to pull that trigger and kill him!

I guese tho, I'm kinda, lucky I didn't live back then! Even tho I'm not colored it probly would have been extremely hard! There's only one thing left to say. "What a Man!!"

I like Deacon Jones as a football player. He plays for my favorite team the Rams. He plays Defensive End. He is I think 250 pounds 6'7". I like football very much and just like the way he plays. He always makes a quarterback worey. He aways makes key tackles. In one game I saw him in, he caused three fumbles. He is a great athelete. He is a ten year pro. I don't know how many allstar games he has played in, but I know he has played in they. Were in Southfeild, Mich they had a radio program on and they had football questions on they asked who was the best team in the N.F.L. they said the Rams, they asked who was the best Defensive End in the N.F.L. they said Deacon Jones. Deacon Jones is my best football player and I guest thats all I have to write about him although he might not be that famous he's my favorite. Defensive men might not get known that good but he dose.

A large proportion of 13s wrote papers of this quality or better; 87% wrote essays at least as good as this.

Mickey Mantle is a ball player and can probably do good in any other sports. He is famous in most parts of world. People come from miles around to see him play in the ball field. He could hit a home run. His mother was proud when see heared that he and the whole team won in the big league. Every where they went the family that is was congraulated for having such a good son. Even when they went to play other leagues their team won. Mickey Mantle was pitcher on the Dodgers Base ball League. As a mater of fact the whole team was congraguated for the fine plays to. Every where the team went they were successful in the games they played.

Martin Luther King Jr.

He was a famous man who did not believe in violence just peace and Brotherhood. He was a democratic person and a minister. He lived like his country. He was a great person who had a lovely family and when he died for what he believe he died. He stated if we walked the mountain top he also made a longer speech but I can really say it all and my friend Jesse Jackson was like him too and also Martin great man. Reverend Abernathy these were three great men - violence people

Age 17

EXERCISE R301

(17:10-19)(Similar to Exercises 103 and 203)

You are going to hear a telephone conversation between two girls, Peggy and Carol. During the conversation, you will discover that Carol is going to have to write a note to her mother. Listen carefully to find out the things that Carol will have to say in her note. (Youngsters then listened to the conversation reproduced below. It was not printed in their booklet.)

CAROL: Hello.

PEGGY: Hello, Carol. This is Peggy. I called to remind you that you are supposed to come to my house for supper tonight before the rehearsal.

CAROL: Yes, I remember. You and your mother are going to pick me up on your way back from the store. What time do you think you'll get here?

PEGGY: Oh, about 5, I guess.

CAROL: Then I'd better leave a note for my mother. She won't be home until 5:30 and she may have forgotten I won't be eating at home.

PEGGY: You'd better remind her about the rehearsal, too. She's supposed to pick us up afterwards, isn't she?

CAROL: That's right. Your mother is taking us to the rehearsal but my mother is supposed to bring us home. Thanks for reminding me. I'll write a note right away.

You will now have another chance to hear the conversation between Peggy and Carol. Listen to it carefully again and then, when the girls have finished talking, write the note that you think Carol should leave for her mother.

(Approximately 1/2 page of lined space was provided for the response.)

SCORING

Acceptable: The response must:

1) be a note that states that
   a. she (Carol) is going to Peggy's house for dinner, and
   b. Peggy's mother is taking them to the rehearsal (or the reader must be able to infer this information), and
   c. her (Carol's) mother should pick them up after the rehearsal.

Not acceptable: Omission of any of the above pieces of information.

RESULTS

Age 17

79%	Acceptable
16	Not acceptable
5	No response
100%	

Objective 1

EXERCISE R302*

(17:8-21) (Overlaps Exercise 401)

When we make or do something, we usually follow certain procedures. There are certain steps to follow in baking bread, tarring a roof, cutting a pattern, painting a house, repairing a car, developing film, changing a tire, and other such activities. Choose something that you know how to make or do. Describe from the beginning the steps that you follow in order to make it or do it. Make the directions as simple and clear as possible. Someone who is not familiar with the process that you are describing should be able to understand and follow your directions.

(Approximately 1-1/4 pages of lined space were provided for the response.)

SCORING

Acceptable: The response must include all steps needed to follow the procedure.

Not acceptable: Omitting a step necessary for the procedure, or not giving enough information for the reader to follow the procedure. For example, a description is given of how to change a tire, but it isn't stated that the emergency brake should be pulled or that the car should be put in park; or the procedure for cutting a pattern states only, "follow the directions."

RESULTS

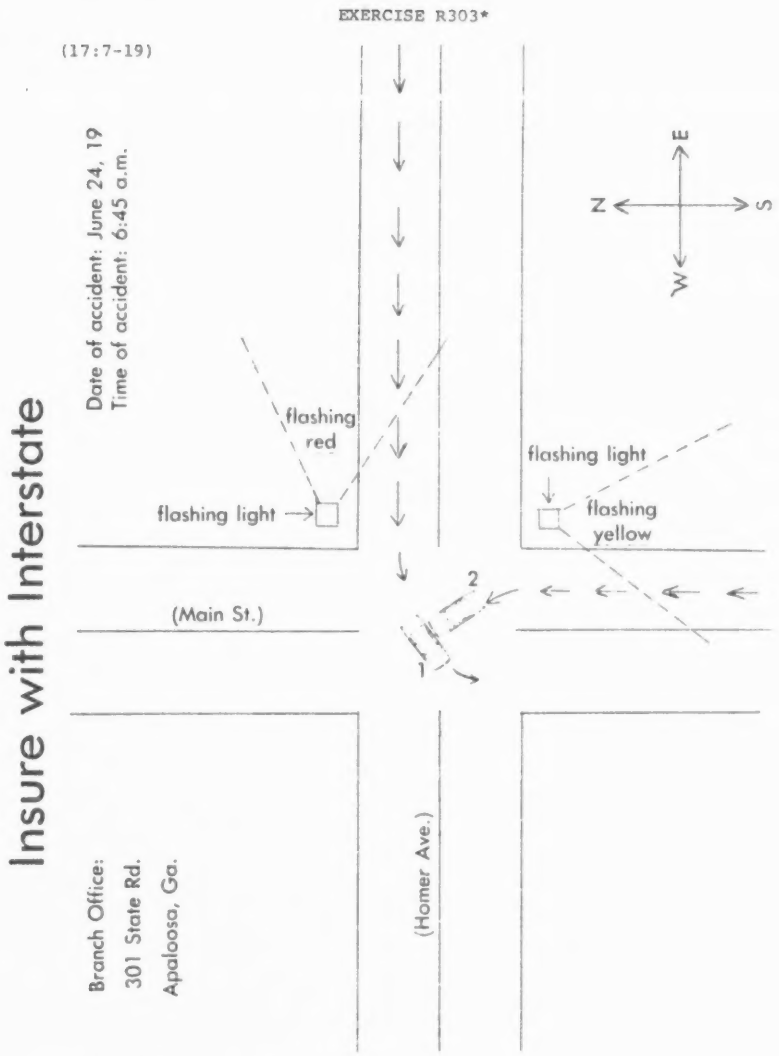
Age 17

75%	Acceptable
22	Not acceptable
4	No response
101%	

*This exercise is presented here as it was given at age 17. See Exercise 401 for minor differences in its presentation at the Adult level.

Objective 1

EXERCISE R303*



(Overlaps Exercise 402)

Here is a diagram of an automobile accident. Study the diagram for a while and then describe the accident in your own words.

(Approximately 1-1/2 lined pages were provided for the response.)

SCORING

Acceptable: The description must mention four of the following:

1) name of the street for each car
2) direction each car was traveling
3) which traffic light each one had
4) the fact that each was turning
5) the fact that a collision occurred

Not acceptable: If the description contained a mistake, for instance, that car #1 had a yellow light or that car #2 was turning right, it was automatically counted unacceptable, no matter how good the rest of the description was.

RESULTS

Age 17

53%	Acceptable
46	Not acceptable
1	No response
100%	

Objective 1

*This exercise is presented here as it was given at age 17. See Exercise 402 for minor differences in its presentation at the Adult level.

Age 17

EXERCISE R304*

(17:7-18) (Overlaps Ex. 206 and 404, Similar to Ex. 105 and 106)

Below is a sample application blank. Ones like it are used to get information from people who are applying for driving licenses, credit cards, passports, and other identification cards. Please print the information requested.

Do not use your own name. For this application blank, each boy should call himself Adam Baker Carson. Each girl should call herself Alice Baker Carson. You may make up the rest of the information.

1. _____
   last name first middle initial

2. _____
   street address

3. _____
   city or town county state

4. DATE OF BIRTH:_____ 5. SEX:_____
   month day year M or F

6. HT:_____ WT:_____ HAIR:_____ EYES:_____

TODAY'S DATE:_____

SCORING

Acceptable: Every blank completed with appropriate information, and the first three lines printed. Acceptable responses for specific pieces of information required that:

1) the state must be one of the 50 states, and
2) the zip code must be a 5-digit number, and
3) the birthday must include a month or a number from 1 to 12.

There was a liberal acceptance of "funny" responses such as height--2 feet; weight--400 pounds; hair--green.

Not acceptable: Error or omission in any blank of the application.

*This exercise is presented here as it was given at age 17. See Exercise 206 and Exercise 404 for minor differences in the presentation at ages 13 and Adult.

RESULTS

Age 17

61%	Acceptable
39	Not acceptable
1	No response
101%	

Objective 2

EXERCISE R305*

(17:11-11) (Overlaps Exercises 204 and 405)

Looking for a special gift for that SPECIAL someone?
We can provide you with a pair of fascinating sea horses for less than you will pay elsewhere. Send only $3. We guarantee a live delivery and include free food and instructions.
Gulf Suppliers, Inc., Box 79, Seaside, Florida 33000

Someone who lives at 320 Random Road in Port Huron, Michigan 48121, has decided to buy a pair of sea horses. Write a letter that he (or she) can send to order them.

(Approximately one page of lined space was provided for the response.)

SCORING

Acceptable: The letter must include the following:

1) the product wanted, and
2) the sender's address.

Mentioning that money was enclosed was not necessary for acceptability.

Not acceptable: Omission or error in either of the above pieces of information

*This exercise is presented here as it was given at ages 13 and 17. See Exercise 405 for minor differences in its presentation at the Adult level.

RESULTS

Age 17

55%	Acceptable
43	Not acceptable
2	No response
100%	

Objective 2

EXERCISE R306*

(17:6-17) (Overlaps Exercises 210 and 406)

During the last 12 months, did you leave a written message for some person?

Age 17

86%	Yes
13	No
1	No response
100%	

If "Yes," about how many times?_____**

*This exercise is presented here as it was given at age 17. See Exercise 406 for minor differences in its presentation at the Adult level.

**This information was asked as a check on the above question, but is not reported.

Objective 4

EXERCISE R307*

(17:10-13) (Overlaps Exercise 209, Similar to Exercise 108)

Other than for a school assignment, have you ever written any of the following:

Poem
Yes
No
Short Story
Yes
No
Play
Yes
No
Article for a magazine
Yes
No
Story for a newspaper
Yes
No
Words for a song
Yes
No

Percentage who stated they had written:

84% 1 or more of the items listed

*This exercise was typed double space in the respondent's package.

Objective 4

EXERCISE R308

(17:7-17) (Overlaps Exercise 409)

During the last 12 months, did you write a letter to order something through the mail?

Age 17

54%	Yes
45	No
0	No response
99%	

If "Yes," about how many times?

Objective 4

Age 17

EXERCISE R309

(17: 1-11)

Here is a picture of a woman with some tomatoes. Look at the picture for a while and decide what is going on. When you have decided, write a story that tells what is happening in the picture and what is likely to happen next.

(The rest of the page provided lines for their responses. Students could use the back of the page if they wished. The picture shown students was in color.)

Examples of papers written by 17-year-olds are given in the following pages.

Objective 3

Below are examples of the better papers written by 17-year-olds; 14% of the 17s wrote papers at least as good as these.

She looks around to see if there are any clerks or other store authorities who would apprehend her for shoplifting those tomatoes! There is a 50-50 chance that she will be discovered and then charged with a misdemeanor. She might be using five-finger-discount because it gives her a thrill. This seems more true than if she was stealing because she didn't have the money because it can tell by her appearance that she's not poverty stricken.

This lady has seen some nice-looking tomatoes at the neighborhood grocery store and proceeded to buy them. She noticed how they were nicely wrapped in plastic and labelled, their own individual tags. Upon closer examination of these tomatoes she notices that they are rotten around the bottom and were cleverly concealed in their containers. At the point in which the picture is taken she is scolding the produce manager for trying to sell rotten tomatoes. Next she will replace on the shelf and promptly leave the store.

Mrs. Brown is in the supermarket doing her weekly grocery shopping. While passing the vegetable counter she sees a display of choice, juicy tomatoes. Tomatoes are just what the family has been asking for. Mrs. Brown approaches the counter and is just about to test the tomatoes when the manager appears. He points to the sign above and reads aloud "Do not squeeze the tomatoes." Red with embarrassment Mrs. Brown lowers her head and says politely that she is quite sorry. But inside her mind is grinding. How does she know for sure that these tomatoes are! fresh and therefore a good buy. She wants those big red tomatoes but if only she could get a little squeeze. Cautiously she looks around to see if anyone is near. No, there is no one in sight. One little squeeze won't hurt, will it?

Here are examples of typical papers written by 17-year-olds; 52% wrote papers at least as good as these.

She looks like she's about to steal them and is looking around to see if any body is watching. This woman is not poor but she forgot her money and check book. She thought there were so many tomatoes that the store wouldn't miss three and she also thought that the store would be happy to let her have them because she is old and helpless. The next thing that happens is a young man sees her put them in her purse and told her he saw her and if she would put them back he wouldn't tell on her and also if she promised never to steal again.

The tomatoes have just come into season and there a million of tomatoes all over. In fact I think she in a tomatoe shop She's amazed at all the gorgeous tomatoe and of the reasonable price that they're selling them for all of the sudden she gets an idea. She going to squeeze a tomatoe because she just can't believe that they're real She looks around to make sure that nobody is looking and then takes a little "Squeze" "They're real!" But somebody have caught her little fokme Smith is standing right there watching her. Just when she had thought for sure had at seen her he spoke up and asked her why she was squeezing them. She in order to explain to him about how this what just about as near as right a batch of tomatoes as you could ever expect to get so there was satisfied She thought herself a bushels of tomatoes and went home to eat tomatoes, can tomatoes, and she even bought tomatoe seeds to plant tomatoes. I think she likes tomatoes!

She Lady seems to be asking about her tomatoes Like most old ladies she going to prabably drive the guy crazy with her questions. Like are the fresh, are the old, or bruised. She'll proably buy the lifesaver of the guy.

It also seems as if she is trying to find something wrong with them so she could get a discount on them.

A large proportion of the 17s wrote papers as good as or better than the examples below; 82% wrote papers at least this good.

The woman appears to be looking to see if any one is watching her pick up the tomatoes She appears to be wanting to hide them so if she wants to steal them. It could almost be said that she has noticed someone watching her and is on the alert.

This picture is showing an old woman who is testing to see if the tomatoes are ripe or if they are soft while the clerk is helping someone else.

While Checking to see if the clerk sees her she is still pinching the tomatoes and she smashes the tomatoes. She puts them back and walks out of the store.

The woman is squeezing the tomatoes to make sure they are fresh, without the store manager seeing her. What will likely happen next is she will either take these tomatoes or put them back, and pick out another bunch to squeeze

Age 17

EXERCISE R310

(17: 3-10)

Most of us look up to some famous person as a representative of the things we believe in or as the kind of person we would like to be. This person may come from any part of our society. For instance, we might admire Winston Churchill or Martin Luther King, Jr., Walter Schirra, or Mickey Mantle, Florence Nightingdale or Barbra Streisand. No matter where this person comes from or what kind of work he or she does, however, we can recognize such traits of greatness as determination, physical courage, the ability to inspire others, and faithfulness to some worthy cause.

Think about a famous person whom you admire. Select a particularly admirable characteristic or quality of that person -- such as Mickey Mantle's courage in the face of crippling physical handicaps or Florence Nightingale's determination to fight against strong governmental pressure. Write an essay of about 200-250 words describing this characteristic or quality. Be sure to provide an illustration of it from the person's life. Try to show that the person is great at least partly because of this characteristic or quality.

(The rest of the page provided lines for the response. Students could use the back of the page if they wished.)

Examples of what 17-year-olds wrote in response are shown on the following pages.

Objective 3

Here are examples of high quality essays written by 17s; 11% wrote papers as good as or better than these.

Dr. Christian Bernard: I believe he is a person worthy of looking up to. He has tried to make our life longer for us through his research and operations performed, on heart transplants. His determination to help mankind is recognized even though public opion is very much against this practice of transferring one person's heart to an another person. This determination shows how a true doctor or any kind of an scientist would work for the betterment of mankind, both for longer life or for a better and safer world to live in. Dr Bernard shows the dedication of a true doctor, to help man when he is sick or dying, as are many of the people upon whom he operated. His determination has put him in a spotlight of doubt. But this determination makes him try to show the world that the heart is not a sacred organ of the body, and is just like any other part of the body when it needs to be repaired. Also his determination to find a better method, new drugs to help after surgery, is to be admired. I like one of the reasons I admire him.

Sammy Davis Jr.

I admire Sammy Davis Jr. because his qualities are numerous both in courage and acting.

His courage comes in when he was on the road with his father and his uncle. That's the part of him I admire the most. Without any definite job or any stationary place to stay. The lord his guardian had plenty of determination and willpower. Sammy knew that one day he would finally reach a place among his fellowman not as a black servant but as an equal brother to all of mankind. To his goal he has already achieved. He has come all the way, through dismal days, foodless days and shelterless nights. He knows what is to suffer. He knows what it is to be hungery. But the fruits of labor can be so wonderful. Now he is a loved man among men.

Sammy Davis Jr. has the ability to sing, dance, act and make friends. Sammy has dazzled every audience he has ever performed for with his God given talent. With all of these qualities, how can anyone do anything but admire a man like that.

Here are examples of a quality of essay which 34% of 17s reached or exceeded.

President Eisenhower was an admirable person. He had the abilty to lead people and he proved this at Normandy. He was a very studious and hard working cadet at West Point. He became a five star general because of his leadership abilty. Even though he had served in the war he still wanted to serve his country by becoming president. He was a man that thought things out and always knew what he was getting into. Because of his personality he could not only lead an army or a nation but the people under him thought that it was a pleasure to work with him. It is because of this hard working that he put forth and his leadership of the battle of Normandy and finally his work that he did as a president that I think that he was a great man. And we must not forget how history could have changed if this great man hadn't have been at the right place at the right time!

The person I have choosen is Billy Graham. He has recently made a movie called the Restless One's. In my opinion this movie will help many young teenagers to understand the importance of having an understanding with God.

Billy Graham has the characteristic of trying to help other people. He helps many people to face many of the problem that we have today.

I think that our world needs more leaders like Billy Graham. With all of the problems we have today, the only thing we need to keep our nation together is the understanding of God.

Below are examples of essays of a quality which most 17s reached or exceeded; 86% of 17-year-olds wrote essays as good as or better than these.

I think that Durent Kennedy was a famous person before he was shot he was going to try and stop the war in Vietnam because if all the people killed and the boy that were dying so young. He wasn't like the other men that ran for president against him they all say that they were going and try to stop the war there but a lot of them just do that so people think that he is the man for our country, But in my eyes there nothing but a fony fony. But I think Prisent Kennedy wasnt he tried and I think sooner or later he would of stop the was there. Any anther thing he tried to stop the Negros from stop sorting and get along with the red white people and a Negro should be able to walk in a restrant and get served

Jimmy Durandy is brave for his concaration toward Cripple Children of america he has made a lot of orfants happy at christmas because of his donations he can put smiles on little kids again, he still has a lot of nerve facing the years he has left beglind.

Jimmy Durandy is widely known in the united states of amerca, for his singing. I saw Bob Hope give him a birthday Cake on his program it was his 70 th birthday when gimmy goes on to a better place, he will leave a lot of broken hearts, but he will go on living in the hearts of a lot of people.

EXERCISE R401*

(Adult:1-22) (Overlaps Exercise 302)

When we make or do something, we usually follow certain procedures. There are certain steps to follow in baking bread, tarring a roof, cutting a pattern, painting a house, repairing a car, developing film, changing a tire, and other such activities. Choose something that you know how to make or do. In the space below, describe from the beginning the steps that you follow in order to make it or do it. Make the directions as simple and clear as possible. Someone who is not familiar with the process that you are describing should be able to understand and follow your directions.

(Approximately 1-1/4 pages of lined space were provided for the response.)

SCORING

Acceptable: The response must include all steps needed to follow the procedure.

Not acceptable: Omitting a step necessary for the procedure, or not giving enough information for the reader to follow the procedure. For example, a description is given of how to change a tire, but it isn't stated that the emergency brake should be pulled or that the car should be put in park; or the procedure for cutting a pattern states only, "follow the directions."

RESULTS

Adult

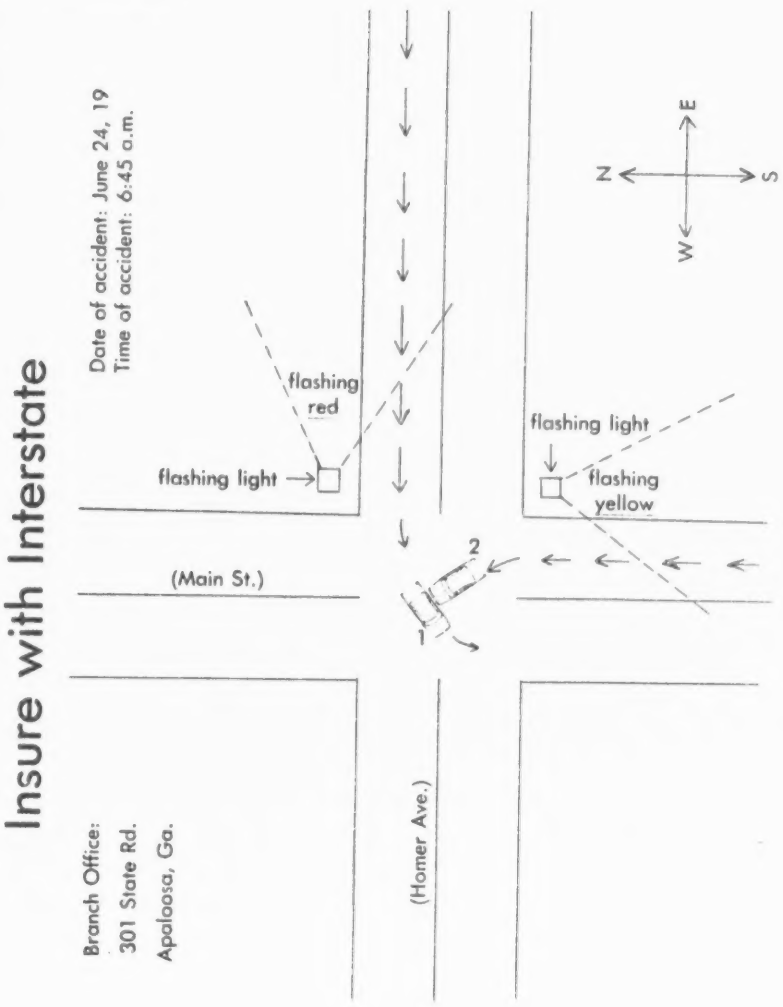
57%	Acceptable
25	Not acceptable
18	No response
100%	

*This exercise is presented here as it was given at the Adult level. See Exercise 302 for minor differences in its presentation at age 17.

Objective 1

EXERCISE R402*

(Adult:5-23)



(Overlaps Exercise 303)

Here is a diagram of an automobile accident. Study the diagram for a while and then in the space below describe the accident in your own words.

(Approximately 1-1/2 pages of lined space were provided for the response.)

SCORING

Acceptable: The description must mention four of the following:

1) name of the street for each car
2) direction each car was traveling
3) which traffic light each one had
4) the fact that each was turning
5) the fact that a collision occurred.

Not acceptable: If the description contained a mistake, for instance, that car #1 had a yellow light or that car #2 was turning right, it was automatically counted unacceptable, no matter how good the rest of the description was.

RESULTS

Adult

38%	Acceptable
52	Not acceptable
10	No response
100%	

Objective 1

*This exercise is presented here as it was given at the Adult level. See Exercise 303 for minor differences in its presentation at age 17.

EXERCISE R403

(Adult:4-21) (Similar to Exercise 205)

Let us say that you are an officer in a local club, business association, or church group. One of your responsibilities is to invite people to speak to your organization at one of its regular meetings. Write a letter which offers such an invitation to the mayor of your town, your township committeeman, the manager of one of your local athletic teams, a prominent educator or businessman, or any other person whom you think would be appropriate.

(Approximately 2-1/2 lined pages were provided for the response.)

SCORING

Acceptable: The letter must:

1) be a letter of invitation, and
2) include some reference to an organization that is doing the inviting and ask for or give a date for the invitation, and
3) be appropriately constructed and acceptably written.

Not acceptable: Omitting any of the above.

RESULTS

Adult

51%	Acceptable
21	Not acceptable
28	No response
100%	

Objective 2

EXERCISE R404*

(Adult:9-22) (Overlaps Ex. 206 and 304, Similar to Ex. 105 and 106)

Below is a sample application blank. Ones like it are used to get information from people who are applying for driving licenses, credit cards, passports, and other identification cards. Please print the information requested.

Do not use your own name. For this application blank, each man should call himself Adam Baker Carson. Each woman should call herself Alice Baker Carson. You may make up the rest of the information.

1. _____
last name first middle initial

2. _____
street address

3. _____
city or town county state zip code

4. DATE OF BIRTH _____ 5. SEX _____
month day year M or F

6. HT _____ WT _____ HAIR _____ EYES _____

TODAY'S DATE _____

SCORING

Acceptable: Every blank completed with appropriate information, and the first three lines printed. Acceptable responses for specific pieces of information required that:

1) the state must be one of the 50 states
2) the zip code must be a 5-digit number
3) the birthday must include a month or a number from 1 to 12.

There was a liberal acceptance of "funny" responses such as height--2 feet; weight--400 pounds; hair--green.

Not acceptable: Error or omission in any blank of the application.

*This exercise is presented here as it was given at the Adult level. See Exercise 206 and Exercise 304 for minor differences in the presentation at ages 13 and 17.

RESULTS

Adult

50%	Acceptable
44	Not acceptable
5	No response
99%	

Objective 2

EXERCISE R405*

(Adult:6-23) (Overlaps Exercises 204 and 305)

Looking for a special gift for that SPECIAL someone?
We can provide you with a pair of fascinating sea horses for less than you will pay elsewhere. Send only $3. We guarantee a live delivery and include free food and instructions.
Gulf Suppliers, Inc., Box 79, Seaside, Florida 33000

Lois Dressler (Mrs. Marshal P. Dressler) lives at 320 Random Road in Port Huron, Michigan 48121. She has decided to give her ten-year-old daughter a pair of sea horses for her birthday. In the space below, write the letter that you think Mrs. Dressler should write to order the sea horses.

(Approximately 1-1/4 pages of lined space were provided for the response.)

SCORING

Acceptable: The letter must include the following:

1) the product wanted, and
2) the sender's address.

Mentioning that money was enclosed was not necessary for acceptability.

Not acceptable: Omission or error in either of the above pieces of information.

*This exercise is presented here as it was given at the Adult level. See Exercise 204 and Exercise 305 for minor differences in the presentation at ages 13 and 17.

RESULTS

Adult

49%	Acceptable
30	Not acceptable
20	No response
99%	

Objective 2

EXERCISE R406

(Adult:1-21)

Please fill in the oval before each of the following that you read during the week.

Books
Business letters
Directions or instructions
Magazines
Newspapers
Personal letters
Recipes
Other (please describe) not categorized
None

97% Percentage who checked one or more

Objective 4

EXERCISE R407*

(Adult:8-4) (Overlaps Exercises 210 and 306)

A. During the last 12 months, did you leave a written message for someone?

Adult

79% Yes (Go to B)
21 No (Go to next exercise)
0 No response
100%

B. (If "Yes" to A) About how many times?_____**

*This exercise is presented here as it was given at the Adult level. See Exercise 210 and Exercise 306 for minor differences in the presentation at ages 13 and 17.

**This information was asked as a check on part A, but is not reported.

Objective 4

EXERCISE R408

(Adult:1-6) (Overlaps Exercises 109 and 208)

A. During the last 12 months, did you take any trips away from home?

Yes (Go to B)
No (Go to instructions at end of this exercise)

B. (If "Yes" to A) Did you

send a postcard while on a trip?
Yes
No
write a letter telling about a trip after you got home?
Yes
No
write a letter while on a trip?
Yes
No
keep a diary while on a trip?
Yes
No
make notes about some of the things you saw?
Yes
No
write a thank-you note to someone you visited?
Yes
No
write a report about a trip after you got home?
Yes
No

Percent who responded to part B and said "Yes" to:

71% 1 or more questions

Objective 4

EXERCISE R409

(Adult:7-2) (Overlaps Exercise 308)

A. During the last 12 months, did you write a letter to order something through the mail?

Adult

55% Yes (Go to B)
44 No (Go to next exercise)
1 No response
100%

B. (If "Yes" to A) About how many times?_____*

*This information was asked as a check on part A, but is not reported.

Objective 4

EXERCISE R410

(Adult: 3-18)

Read the following news item carefully and then try to do the exercise that follows it.

The State Highway Department announced today that it is considering plans for an additional interchange on the expressway between Market Beach and the state capital. The new interchange would provide access to the historic Windsor Valley through the village of Windsorville and State Highway 260. Highway Commissioner Oliver P. Stroud said that his department had no plans originally to locate an interchange at Windsorville, but official opinion was swayed by a strong campaign led by Windsorville Mayor Charles Kronbacher. Commissioner Stroud quoted a letter from the mayor: "Windsorville has slept long enough in the colonial past. That was 200 years ago, and times change. Bringing in the people who will develop the valley will bring us up to the times and lower the tax rate, too." Commissioner Stroud admitted, however, that there is opposition to the proposed construction. Township Committeeman Milton Swift has already expressed his official opposition in an open letter to township residents. Swift cited such problems as unwanted traffic, broken zoning ordinances, and loss of the valley's historical and rural tradition.

Let us say that you are a resident of Windsorville and have definite feelings about the Highway Department's plans. In the space below write a letter to Commissioner Stroud, telling him how you feel about the planned interchange and why you feel that way.

(Examples of what adults wrote in response are shown on the following pages.)

Objective 1

Below are examples of the better papers written by adults; 14% wrote papers at least as good as these.

Dear Sir,

I, too, am opposed to the proposed interchange along with Committeeman Swift. I see no reason why we should be subjected to the unnecessary traffic conjestion that this interchange would produce. Also, the tourist flow would be increased to the point where we would be bending our lives to gain their business. I'm afraid that the change our mayor speaks of would be one for the worse instead of the better.

Unless you can show me some proof that this would not take place I'm afraid this is the way I stand on the issue

Yours truly

Dear Commissioner Stroud,

I, as a concerned citizen of Windsorville, am writing this letter to you in regards to the proposed interchange being planned for our community.

Contrary to the opinion of our Mayor, Charles Kronbacher, I strongly oppose the construction of the proposed interchange in our community. Windsorville has prided itself in maintaining its rural attributes which include a small community where everyone is friendly, a fortunate lack of prejudice and a strong community sense of togetherness.

The introduction of such a proposed traffic set-up will definitely destroy our beloved rurality. If we desired to live near a city with great traffic problems we would not have chosen this community.

Also, taxes will not be lowered! Who will be asked to help with the upkeep of this interchange — we well!

Let's give our village a chance to remain small and quiet. Preserve the historical aspects of our community.

Very sincerely yours,

a concerned
Windsorville
citizen

Dear Sir,

I am in full agreement with you on the matter of the new expressway. From the material I have read on the subject it will allow more people to see our valley and help our businesses. It does not seem it would harm the town's historical appearance for it would be on the outskirts of town.

We need more people and young people in this town for the future and, making it is to get to and making it easy for them to get to other places is one good way of promoting this. I say yes

Sincerely,

My family & I have lived in Windsorville for 17 years. During that time we have vacationed in progressive towns & cities. We have always been happy to return to Windsorville as it is. If we felt otherwise, we would move to a more or perhaps even less progressive town.

Please accept this as the word of 2 town people who are in favor of leaving Windsorville "off the map".

Here are examples of typical papers written by adults;
58% wrote papers at least as good as these.

Dear Sir

In regards to the new expressway, I feel that it would be an asset to our town.

In regard to your statement that the tax rate would be lower. I feel that you are wrong

Sincerely

I do not want the new interchange at Windsorville meant "to serve progress". A need has not been established for the new interchange. Until a valid need is evidenced, the interchange should not be approved.

John Doe
Box 10
Windsorville

State Highway Department
Commission Board

Dear Sir

I am very much in favor of an additional interchange, as the present one is to congested with traffic.

It would also help business and give the residents jobs and cut down on the unemployment.

thank you

Overlap Tasks

Exercises administered to two or more ages appear in the following pages. In some cases there are slight differences in format or wording, but the intent of the exercises is the same from age to age.

Overlap Tasks

OVERLAP TASK 1
Administered at Age 9

(9:5-18; Exercise 103)

You are going to hear two people talking on the telephone. One is a girl named Mary Brown. The other is someone just about your age. His name is Billy. Pretend that YOU are Billy and LISTEN CAREFULLY to what Mary asks Billy to do. (Children then listened to the conversation reproduced below. It was not printed in the children's booklet.)

BILLY: Hello.

Mary: Hello, who is this?

BILLY: This is Billy.

MARY: Billy, this is Mary Brown. Is your sister there?

BILLY: No, she's at the store.

MARY: Will you give her a message for me?

BILLY: Sure, I guess so. What is it?

MARY: This is pretty important, Billy. Can you get some pencil and paper and write it down?

BILLY: O.K. Wait a minute. pause I'm ready now. Go ahead.

MARY: Tell your sister that I'll meet her at Jane's house at 6 o'clock tonight. Got it?

BILLY: No, don't go so fast. Say it again.

MARY: Tell her to meet Mary Brown at Jane's house at 6 o'clock tonight. Got it now?

BILLY: I think so, let me see. Meet Mary Brown at Jane's house at 6 o'clock tonight.

MARY: That's right, Billy, don't forget now. Goodbye.

Mary asked Billy to write a note, didn't she? Now, you will hear them again. Pretend that you are Billy again. Listen carefully, and this time try to write the note that Mary asks Billy to write.

(Approximately 1/2 page of lined space was provided for the response.)

SCORING

Acceptable: The response must

1. be a note that states:

   a. meet Mary or meet Mary Brown
   b. where: Jane's house
   c. time: 6:00
   d. day: tonight

Not acceptable: Omission or error in any of the above pieces of information, or failure to write a note. Copying the instructions or stating, for example, "Tell your sister to meet Mary..." was not in note form and therefore unacceptable.

RESULTS

Age 9

31%	Acceptable
66	Not acceptable
3	No response
100%	

Objective 1

OVERLAP TASK 1
Administered at Age 13

(13:8-17; Exercise 203)

You are going to hear a telephone conversation between two boys, Al and Ben. During the conversation, you will discover that Ben is going to have to write a note to his mother. Listen carefully to find out the things that Ben will have to say in his note. (Students then listened to the conversation reproduced below. It was not printed in the student's booklet.)

Al: Hey, Ben, this is Al. I called you to remind you you're supposed to come down to my house for supper tonight before the game.

BEN: Oh yeah, I remember. Your mother and father are going to pick me up on the way back from the barber shop. What time do you think you'll get here?

AL: Oh, around 5 o'clock.

BEN: O.K. I'd better leave a note for my mother. She won't be home until 5:30 and maybe she's forgotten that I won't be eating at home.

AL: You'd better remind her of the ball game, too. She's supposed to pick us up afterwards, isn't she?

BEN: That's right. Your father is taking us to the game but my mother is bringing us home. Thanks for reminding me. I'll write the note right away.

You will now have another chance to hear the conversation between Al and Ben. Listen to it carefully again and then, when the boys have finished talking, write the note that you think Ben should leave for his mother.

(Approximately 1/2 page of lined space was provided for the response.)

SCORING

Acceptable: The response must

1. be a note that states that:

   a. he (Ben) is going to Al's house for dinner, and
   b. Al's father is taking them to the ball game (or the reader must be able to infer this information), and
   c. his (Ben's) mother should pick them up after the game.

Not acceptable: Omission or error in any of the above pieces of information, or copying the instructions.

RESULTS

Age 13

67%	Acceptable
32	Not acceptable
1	No response
100%	

Objective 1

Overlap Tasks

OVERLAP TASK 1
Administered at Age 17

(17:10-19; Exercise 301)

You are going to hear a telephone conversation between two girls, Peggy and Carol. During the conversation, you will discover that Carol is going to have to write a note to her mother. Listen carefully to find out the things that Carol will have to say in her note. (Youngsters then listened to the conversation reproduced below. It was not printed in their booklet.)

CAROL: Hello.

PEGGY: Hello, Carol. This is Peggy. I called to remind you that you are supposed to come to my house for supper tonight before the rehearsal.

CAROL: Yes, I remember. You and your mother are going to pick me up on your way back from the store. What time do you think you'll get here?

PEGGY: Oh, about 5, I guess.

CAROL: Then I'd better leave a note for my mother. She won't be home until 5:30 and she may have forgotten I won't be eating at home.

PEGGY: You'd better remind her about the rehearsal, too. She's supposed to pick us up afterwards, isn't she?

CAROL: That's right. Your mother is taking us to the rehearsal but my mother is supposed to bring us home. Thanks for reminding me. I'll write a note right away.

You will now have another chance to hear the conversation between Peggy and Carol. Listen to it carefully again and then, when the girls have finished talking, write the note that you think Carol should leave for her mother.

SCORING

Acceptable: The response must

1. be a note that states that:
   a. she (Carol) is going to Peggy's house for dinner, and
   b. Peggy's mother is taking them to the rehearsal (or the reader must be able to infer this information), and
   c. her (Carol's) mother should pick them up after the rehearsal.

Not acceptable: Omission of any of the above pieces of information.

RESULTS

Age 17	
79%	Acceptable
16	Not acceptable
5	No response
100%	

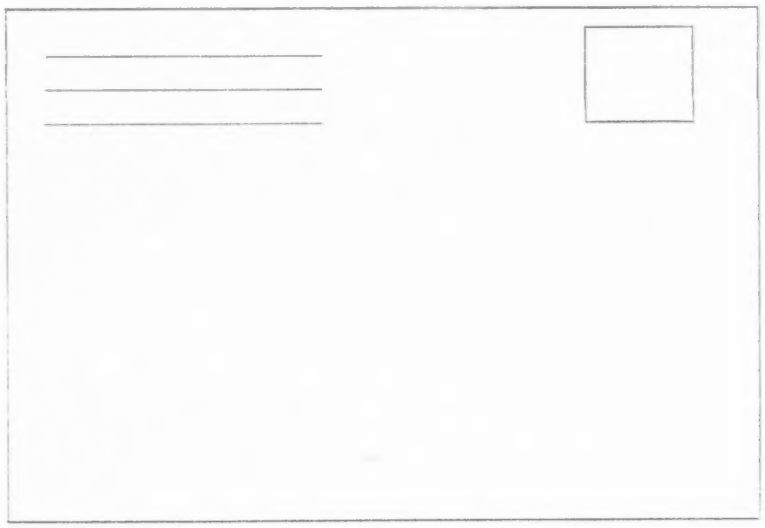
Objective 1

OVERLAP TASK 2
Administered at Ages 9 and 13

(9:2-21, 13:9-19; Exercises 104 and 202)

Mary Smith lives at 100 Main Street in Hopson, Ohio. The zip code for Hopson is 45601. Mary's grandmother lives at 475 Cactus Lane in Sunshine, Arizona. Her name is Mrs. Robert Smith, and her zip code is 86001.

Pretend that Mary wants to send a letter to her grandmother. How should she address the envelope? Fill out the envelope below the way Mary should. Make sure you write down everything that should go on the envelope.



SCORING

Acceptable: All envelope parts had to be written in the proper places. The zip code was not required, but had to be correct if written.

Not acceptable: Any errors or blank spaces on the envelope.

RESULTS

Age 9	Age 13	
28%	78%	Acceptable
69	19	Not acceptable
3	3	No response
100%	100%	

Objective 1

Overlap Tasks

OVERLAP TASK 3
Administered at Age 17 and Adult

(17:8-21, Adult:1-22, Exercises 302 and 401)

When we make or do something, we usually follow certain procedures. There are certain steps to follow in baking bread, tarring a roof, cutting a pattern, painting a house, repairing a car, developing film, changing a tire, and other such activities. Choose something that you know how to make or do. In the space below, describe from the beginning the steps that you follow in order to make it or do it. Make the directions as simple and clear as possible. Someone who is not familiar with the process that you are describing should be able to understand and follow your directions.

(Approximately 1-1/4 pages of lined space were provided for the response.)

SCORING

Acceptable: The response must include all steps needed to follow the procedure.

Not acceptable: Omitting a step necessary for the procedure, or not giving enough information for the reader to follow the procedure. For example, a description is given of how to change a tire, but it isn't stated that the emergency brake should be pulled or that the car should be put in park; or the procedure for cutting a pattern states only, "follow the directions."

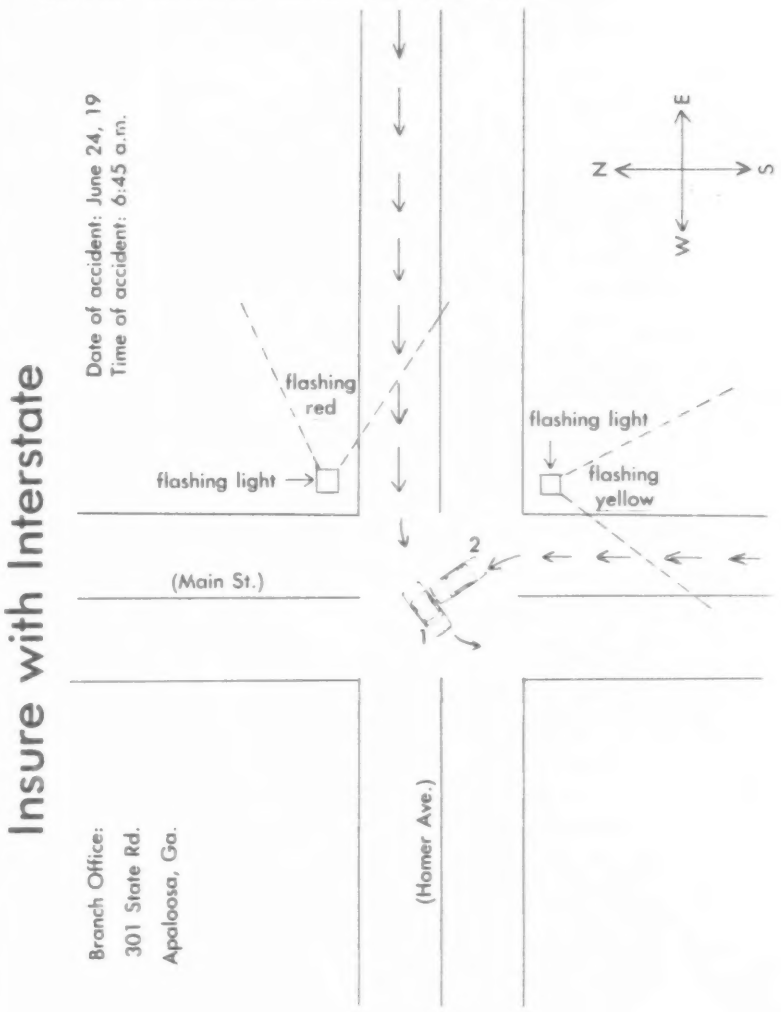
RESULTS

Age 17	Adult	
75%	57%	Acceptable
22	25	Not acceptable
4	18	No response
101%	100%	

Objective 1

OVERLAP TASK 4
Administered at Age 17 and Adult

(17:7-19, Adult:5-23; Exercises 303 and 402)



Here is a diagram of an automobile accident. Study the diagram and then describe the accident in your own words.

(Approximately 1-1/2 lined pages were provided for the response.)

SCORING

Acceptable: The description must mention four of the following:

1) name of the street for each car
2) direction each car was traveling
3) which traffic light each one had
4) the fact that each was turning
5) the fact that a collision occurred.

Not acceptable: If the description contained a mistake, for instance, that car #1 had a yellow light or that car #2 was turning right, it was automatically counted unacceptable, no matter how good the rest of the description was.

RESULTS

Age 17	Adult	
53%	38%	Acceptable
46	52	Not acceptable
1	10	No response
100%	100%	

Objective 1

Overlap Tasks

OVERLAP TASK 5
Administered at Age 9

(9:4-18; Exercise 105) (Similar to Exercise 106)

Fill in the blanks below. Do not use your own name. Each boy should call himself Adam Baker Carson. Each girl should call herself Alice Baker Carson. You may make up the rest of the information.

NAME: _____
last first middle initial

ADDRESS: _____
number street city or town state

ZIP CODE: _____

DATE OF BIRTH: _____
month day year

TODAY'S DATE: _____

SCORING

Acceptable: Every blank filled in with appropriate information. For specific blanks, the following information was required:

1) state--one of the fifty states
2) zip code--5-digit number
3) birthday--a month or a number from 1 to 12, day, and year
4) date--month, day, and year (if a day of the week was included, the line was considered acceptable).

Not acceptable: Error in part of the application (such as writing a day of the week in the "date of birth" blank), or failing to fill in a blank.

RESULTS

Age 9

16%	Acceptable
82	Not acceptable
2	No response
100%	

Objective 2

OVERLAP TASK 5
Administered at Age 9

(9:7-19; Exercise 106) (Similar to Exercise 105)

Fill in the lines below. Do not use your own name here. Each boy should call himself Adam Baker Carson. Each girl should call herself Alice Baker Carson. You may make up the rest of the information.

1. _____
first name middle initial last name

2. _____
street address

3. _____
city or town state zip code

4. DATE OF BIRTH: _____
month day year

TODAY'S DATE: _____

SCORING

Acceptable: Every blank filled in with appropriate information. For specific blanks, the following information was required:

1) state--one of the fifty states
2) zip code--5-digit number
3) birthday--a month or a number from 1 to 12, day, and year
4) date--month, day, and year (if a day of the week was included, the line was considered acceptable)

Not acceptable: Error in part of the application (such as writing a day of the week in the "date of birth" blank), or failing to fill in a blank.

RESULTS

Age 9

12%	Acceptable
87	Not acceptable
2	No response
101%	

Objective 2

OVERLAP TASK 5
Administered at Ages 13, 17, and Adult

(13:11-22, 17:7-18, Adult:9-22; Exercises 206, 304, and 404)

Below is a sample application blank. Ones like it are used to get information from people who are applying for driving licenses, credit cards, passports, and other identification cards. Please print the information requested.

Do not use your own name. For this application blank, each boy (man) should call himself Adam Baker Carson. Each girl (woman) should call herself Alice Baker Carson. You may make up the rest of the information.

1. _____
last name first middle initial

2. _____
street address

3. _____
city or town county state zip code

4. DATE OF BIRTH: _____ 5. SEX: _____
month day year M or F

6. HT: _____ WT: _____ HAIR: _____ EYES: _____

TODAY'S DATE: _____

SCORING

Acceptable: Every blank must be completed with appropriate information. For specific blanks, the following information was required:

1) state--one of the fifty states
2) zip code--5-digit number
3) birthday--a month or a number from 1 to 12, day, and year

The first three lines of the application blank must be printed. There was a liberal acceptance of "funny" responses such as height--2 feet; weight--400 pounds; hair--green.

Not acceptable: Error or omission in any blank of the application.

RESULTS

Age 13	Age 17	Adult	
26%	61%	50%	Acceptable
72	39	44	Not acceptable
1	1	5	No response
99%	101%	99%	

Objective 2

OVERLAP TASK 6
Administered at Ages 13 and 17

(13:7-18, 17:11-11; Exercises 204 and 305)

Looking for a special gift for that SPECIAL someone?
We can provide you with a pair of fascinating sea horses for less than you will pay elsewhere. Send only $3. We guarantee a live delivery and include free food and instructions.
Gulf Suppliers, Inc., Box 79, Seaside, Florida 33000

Someone who lives at 320 Random Road in Fort Huron, Michigan 48121, has decided to buy a pair of sea horses. Write a letter that he (or she) can send to order them.

(Approximately one page of lined space was provided for the response.)

SCORING

Acceptable: The letter must include the following:

1) the product wanted, and
2) the sender's address

Mentioning that money was enclosed was not necessary for acceptability.

Not acceptable: Omission or error in either of the above pieces of information.

RESULTS

Age 13	Age 17	
46%	55%	Acceptable
52	43	Not acceptable
2	2	No response
100%	100%	

Objective 2

OVERLAP TASK 6
Administered to Adults

(Adult:8-23; Exercise 405)

Looking for a special gift for that SPECIAL someone?
We can provide you with a pair of fascinating sea horses for less than you will pay elsewhere. Send only $3. We guarantee a live delivery and include free food and instructions.
Gulf Suppliers, Inc., Box 79, Seaside, Florida 33000

Lois Dressler (Mrs. Marshal P. Dressler) lives at 320 Random Road in Port Huron, Michigan 48121. She has decided to give her ten-year-old daughter a pair of sea horses for her birthday. In the space below, write the letter that you think Mrs. Dressler should write to order the sea horses.

(Approximately 1-1/4 pages of lined space were provided for the response.)

Acceptable: The letter must include the following:

1) the product wanted, and
2) the sender's address.

Mentioning that money was enclosed was not necessary for acceptability.

Not acceptable: Omission or error in either of the above pieces of information.

RESULTS

Adult	
49%	Acceptable
30	Not acceptable
20	No response
99%	

Objective 2

Overlap Tasks

OVERLAP TASK 7
Administered at Age 13

(13:5-19; Exercise 205)

The seventh-grade history classes at Saluki Junior High School in Saluki, Idaho, are studying how their local government works. The students have become so interested that they have decided to invite Mr. Carmen J. Hatch, the mayor of Saluki, to talk to them about his job.

Chris Cantor, president of the seventh grade, has the job of inviting all guest speakers to the school. Write Chris's letter of invitation to Mayor Hatch.

(Approximately 1-1/2 lined pages were provided for the response.)

SCORING

Acceptable: The letter must:

1) invite the mayor to speak to the class, and
2) suggest a topic (how local government works or about his job), and
3) give the name of the school, and
4) ask for a date or tell the mayor the date they would like for him to come. "At your convenience" is acceptable.

Not acceptable: Failure to include any of the above information.

RESULTS

Age 13

27%	Acceptable
71	Not acceptable
1	No response
99%	

Objective 2

OVERLAP TASK 7
Administered to Adults

(Adult:4-21; Exercise 403)

Let us say that you are an officer in a local club, business association, or church group. One of your responsibilities is to invite people to speak to your organization at one of its regular meetings. Write a letter which offers such an invitation to the mayor of your town, your township committeeman, the manager of one of your local athletic teams, a prominent educator or businessman, or any other person whom you think would be appropriate.

(Approximately 2-1/2 lined pages were provided for the response.)

SCORING

Acceptable: The letter must:

1) be a letter of invitation, and
2) include some reference to an organization that is doing the inviting and ask for or give a a date for the invitation, and
3) be appropriately constructed and acceptably written.

Not acceptable: Omitting any of the above.

RESULTS

Adult

51%	Acceptable
21	Not acceptable
28	No response
100%	

Objective 2

Overlap Tasks

Overlap Task 8, the Famous Person essay, is reported separately for Ages 13 (Exercise No. R214) and 17 (Exercise No. R310).

Overlap Tasks

OVERLAP TASK 9
Administered at Age 9

(9:2-20; Exercise 108)

Mark any of these things that you have written outside school just for fun.

Joke
Poem
Report
Story
Other (explain on the lines below)
No response

(Three lines were provided for additional responses.)

RESULTS

Percentage who stated they had written:

93% 1 or more of the items listed

Objective 4

OVERLAP TASK 9
Administered at Ages 13 and 17

(13:12-16, 17:10-13; Exercises 209 and 307)

Other than for a school assignment, have you ever written any of the following:

Poem
Yes
No
Short Story
Yes
No
Play
Yes
No
Article for a magazine
Yes
No
Story for a newspaper
Yes
No
Words for a song
Yes
No

RESULTS

Age 13	Age 17	Percentage who stated they had written:
87%	84%	1 or more of the items listed

Objective 4

OVERLAP TASK 10
Administered at Ages 9, 13, and Adult

(9:10-21, 13:12-18, Adult:1-6; Exercises 109, 208, and 407)

A. During the last 12 months, did you take any trips away from home?

Yes (Go to B)
No (Go to next exercise)

B. (If "Yes" to A) Did you

1. send a post card while on a trip?
Yes
No
2. write a letter telling about a trip after you got home?
Yes
No
3. write a letter while on a trip?
Yes
No
4. keep a diary while on a trip?
Yes
No
5. make notes about some of the things you saw?
Yes
No
6. write a thank-you note to someone you visited?
Yes
No
7. write a report about a trip after you got home?
Yes
No

Age 9	Age 13	Adult	Percentage who responded to part B: and said "Yes" to:
78%	88%	71%	1 or more questions

Objective 4

Overlap Tasks

OVERLAP TASK 11
Administered at Ages 13, 17, and Adult

(13:11-1, 17:6-17, Adult:8-4; Exercises 210, 306, and 406)

A. During the last 12 months, did you leave a written message for some person?

Age 13	Age 17	Adult	
61%	86%	79%	Yes (Go to B)
39	13	21	No (Go to next exercise)
0	1	0	No response
100%	100%	100%	

B. (If "Yes" to A) About how many times?_____*

*This information was asked as a check on part A, but is not reported.

Objective 4

OVERLAP TASK 12
Administered at Age 17 and Adult

(17:7-17, Adult:7-2; Exercises 308 and 409)

During the last 12 months, did you write a letter to order something through the mail?

Age 17	Adult	
54%	55%	Yes
45	44	No
0	1	No response
99%	100%	

If "Yes," about how many times?_____*

*This information was asked as a check on the above question, but is not reported.

Objective 4

Appendix C

EXERCISE DATA

The tables on the following pages show the data for all exercises, organized by age level, upon which this report is based. Within each age level, released exercises scored acceptable/unacceptable are shown first, followed by unreleased exercises of this type, and then the essay exercises. Exercise numbers are shown in the first column.

For each exercise scored acceptable/unacceptable, there are two rows of data. The first row, labeled %, shows the national percentage of success and the deviation from the national percentage of success for each geographic region, size of community, and sex. The second row, labeled SE, shows the standard error associated with the number above it.

For each essay exercise, there are three pairs of rows of data, each pair of rows showing data comparable to the two rows just described for exercises scored acceptable/unacceptable. In the same column with the exercise number, the three pairs of rows are labeled HIGH, AVER, and LOW, respectively, and represent the three qualities of essay exercises referred to in Chapter 1.

For geographic region and size of community, a triangle pointing up (Δ) indicates an atypical advantage (determined in relation to the median effect for a group); a triangle pointing down (∇) indicates an atypical deficit. No comparison to median performance for a group was made for the high and low essay exercises; therefore, no triangles appear in the data rows for these qualities.

The male (M) and female (F) columns present a special problem. Chapter 2 discusses male-female differences and whether these differences deviate atypically from the median difference. The following tables show separate male and female effects -- the male versus national, and female versus national performance. The male-female difference is obtained by taking the male

effect minus the female effect. The appropriate standard error to use for the sex difference is obtained in the following way:

$$\sqrt{2\ \left[\text{SE(male effect)}\right]^2 + \left[\text{SE(female effect)}\right]^2}$$

In order to indicate an atypical male-female difference, a triangle (Δ) is placed adjacent to the male column when the difference shows a male advantage and adjacent to the female column when the difference shows a female advantage.

At the right side of the tables are two additional columns. The first shows the number of the objective for which each exercise was written. Numbers for exercises which overlap with an exercise are shown, where applicable, in the second column.

Age 9

EX. NO.		NATL	GEOGRAPHIC REGION NE	SE	C	W	SIZE OF COMMUNITY BIG CITY	URBAN FRINGE	MED CITY	SMALL PLACE	SEX M	F	OBJ	OVERLAP EX. NO.
R101	%	87.5	3.4	- 9.6▽	2.2	1.0	- 5.0	4.4	- 0.3	- 1.1	- 2.2	1.9	1	
	SE	1.2	1.5	3.0	2.1	1.8	2.7	1.7	2.2	1.8	1.3	1.0		
R102	%	35.0	3.6	- 4.8	2.5	- 2.6	- 7.5	9.2△	0.9	- 5.2	- 1.3	1.5	1	
	SE	1.8	2.6	2.8	3.3	2.7	2.5	3.1	2.7	2.6	1.6	1.8		
R103	%	31.5	1.5	- 9.4▽	6.2	- 1.7	- 6.0	2.2	- 1.2	2.6	- 0.7	0.7	1	R203 R301
	SE	1.8	2.5	2.9	2.9	2.8	2.8	2.6	3.0	3.4	1.8	1.8		
R104	%	28.3	8.6△	- 3.6	1.0	- 8.3▽	- 8.8	3.5	4.1	- 2.3	- 1.9	2.0	1	R202
	SE	1.4	2.1	2.9	2.1	2.2	2.9	2.0	2.6	2.2	1.5	1.5		
R105	%	16.1	3.9	- 3.5	1.2	- 2.7	- 5.9	2.5	2.1	- 1.0	- 2.1	1.6	2	R106 R206
	SE	1.4	2.3	2.1	2.3	2.2	1.9	2.1	2.8	1.8	1.6	1.3		R304 R404
R106	%	11.7	3.6	- 3.1	1.4	- 3.0	- 3.5	1.5	1.5	- 1.0	0.2	- 0.2	2	R105 R206
	SE	0.8	1.6	1.3	1.3	1.3	1.5	1.4	1.3	1.3	0.7	0.8		R304 R404
R107	%	20.7	1.4	- 3.3	0.9	- 0.1	- 2.7	0.6	1.2	- 0.2	- 0.8	0.6	3	
	SE	1.1	1.9	1.8	1.7	1.9	2.6	1.7	1.6	2.1	1.2	0.9		
R108	%	93.5	0.9▽	- 3.6	1.2	0.5△	- 0.7△	0.2▽	- 2.1	2.1△	1.2△	- 1.3	4	R209 R307
	SE	0.8	1.2	1.7	1.3	1.3	1.7	1.3	1.5	1.3	0.7	0.7		
R109	%	77.6	0.6	- 1.5	- 1.6	2.8△	6.4△	- 1.6▽	- 1.2	- 1.4	- 1.8	2.0	4	R208 R408
	SE	1.3	2.0	3.1	2.0	2.4	2.1	2.1	2.3	2.4	1.3	1.6		
U601	%	86.1	- 0.8▽	0.2	0.2	0.3	- 2.7	3.1	- 2.2	0.5	- 3.3	3.6△	1	
	SE	1.2	1.9	2.0	2.2	1.8	2.2	2.0	2.5	1.7	1.2	1.3		
U602	%	66.7	6.7	- 8.1	0.0	0.4	- 4.1	4.2	7.0△	- 8.8▽	2.1	- 2.6	1	
	SE	1.7	2.6	4.1	2.7	2.8	3.9	2.7	2.4	2.9	1.4	1.8		
U603	%	62.9	- 7.2▽	- 0.7	1.9	5.7△	- 4.8	- 3.3	6.0△	1.7	- 1.5	2.1	1	
	SE	1.8	3.4	2.4	2.6	2.8	3.2	3.2	2.6	2.9	1.4	2.0		

Age 9

EX. NO.		NATL	GEOGRAPHIC REGION NE	SE	C	W	SIZE OF COMMUNITY BIG CITY	URBAN FRINGE	MED CITY	SMALL PLACE	SEX M	F	OBJ	OVERLAP EX. NO.
U604	%	29.5	6.6	0.7	0.6	- 7.3▽	-11.1▽	- 2.6▽	2.4	8.7△	3.8△	- 3.9	1	
	SE	1.6	3.2	3.0	2.5	2.6	2.5	2.7	2.6	2.9	2.1	2.0		
U605	%	28.4	7.9	- 3.1	0.5	- 6.0	- 3.0	3.5	0.5	- 2.1	- 0.1	0.1	1	U702
	SE	1.6	2.5	3.9	2.6	2.3	3.2	2.2	3.3	2.3	1.6	1.9		
U606	%	21.3	1.3	- 5.0	0.0	2.8	- 7.7	8.4△	- 0.1	- 4.8▽	- 0.2	0.2	1	
	SE	1.3	2.4	2.1	1.7	2.6	2.2	2.4	1.9	1.8	1.1	1.1		
U607	%	18.6	2.9	- 2.0	0.3	- 1.8	- 5.2	4.4	1.4	- 2.5	- 0.2	0.2	1	
	SE	1.1	2.1	1.9	1.7	2.3	1.8	2.1	1.8	1.6	1.1	1.2		
U608	%	57.3	2.8	- 2.5	- 0.8	0.2	- 4.6	4.7	- 2.5	0.7	- 1.3	1.4	4	U706 U805
	SE	1.6	2.5	3.3	2.5	2.9	3.6	2.8	2.5	2.2	1.6	1.7		U904
ESSAY EXERCISES														
R110	%	13.4	6.3	- 4.6	0.0	- 3.1	- 1.2	1.9	- 1.4	0.0	0.0	0.0	3	
HIGH	SE	1.1	1.8	1.7	2.2	1.6	1.9	2.3	1.8	1.5	0.9	1.3		
AVER	%	50.8	9.3	- 2.4	- 2.5	- 5.0	- 6.6	3.0	- 0.3	2.2	0.2	- 0.3		
	SE	2.5	3.4	3.5	4.8	4.1	4.0	4.9	4.1	3.4	1.9	2.8		
LOW	%	96.6	1.3	- 1.7	0.7	- 0.9	- 3.0	1.1	1.3	- 0.2	0.3	- 0.5		
	SE	0.5	0.6	1.1	0.7	0.9	1.3	0.6	0.6	0.8	0.4	0.6		
R111	%	20.3	3.0	- 3.7	4.7	- 6.7	- 3.2	0.8	2.0	- 0.7	0.3	- 0.3	3	
HIGH	SE	1.5	2.3	2.3	2.5	2.2	3.1	2.6	2.2	1.9	1.4	1.5		
AVER	%	63.5	8.0	-10.7▽	7.9△	-10.6▽	- 9.0	2.8	0.8	1.7	2.2	- 2.3		
	SE	1.7	2.5	3.0	2.6	2.7	3.8	2.6	2.5	2.8	1.7	1.8		
LOW	%	96.5	1.3	- 0.8	1.4	- 2.9	- 3.6	1.6	0.9	- 0.4	0.3	- 0.4		
	SE	0.5	0.7	1.2	0.7	1.2	1.5	0.6	1.0	0.9	0.6	0.6		

Age 9

EX. NO.		NATL	GEOGRAPHIC REGION NE	SE	C	W	SIZE OF COMMUNITY BIG CITY	URBAN FRINGE	MED CITY	SMALL PLACE	SEX M	F	OBJ	OVERLAP EX. NO.
R112	%	7.8	2.5	0.1	- 0.9	- 1.3	- 1.2	0.4	1.0	- 0.8	- 1.1	0.8	3	
HIGH	SE	0.9	1.7	1.5	1.6	1.3	1.3	1.6	1.7	1.4	1.0	0.8		
AVER	%	59.4	5.6	- 3.4	5.0	- 9.2	-10.9	2.1	2.5	2.7	- 3.8	3.0		
	SE	2.2	3.0	3.4	3.2	4.0	4.0	3.1	4.5	3.1	2.7	2.1		
LOW	%	96.8	0.4	- 2.1	0.1	1.1	- 2.8	0.8	1.2	- 0.3	- 1.1	0.8		
	SE	0.4	0.7	1.0	0.6	0.6	0.9	0.6	0.6	0.7	0.6	0.4		
U609	%	19.7	6.4	- 3.9	- 1.1	- 2.3	- 7.4	7.5	- 0.1	- 2.9	0.3	- 0.3	3	
HIGH	SE	1.7	2.3	2.9	3.2	2.5	2.1	3.4	2.4	2.4	1.5	1.3		
AVER	%	61.5	7.7	-11.3▽	2.6	- 2.6	-10.9	9.9	0.1	- 3.3	- 1.7	1.5		
	SE	2.2	2.9	3.9	4.0	3.3	3.7	3.7	3.4	3.4	2.1	1.7		
LOW	%	95.4	0.8	- 6.3	2.0	1.5	- 3.4	2.4	- 0.3	0.1	- 0.3	0.2		
	SE	0.5	0.8	1.8	0.7	0.7	1.2	0.7	1.1	0.9	0.7	0.6		
U610	%	16.4	- 3.2	- 0.9	5.4	- 3.2	- 6.8	- 0.2	2.8	1.8	1.3	- 1.4	3	
HIGH	SE	1.4	2.0	1.7	2.5	1.8	2.0	1.9	3.1	1.6	1.4	1.5		
AVER	%	54.0	- 1.0	- 2.6	7.3	- 6.5	-11.4	1.6	- 1.5	6.7△	1.9	- 2.0		
	SE	2.1	3.2	4.0	3.4	3.0	4.2	3.4	3.6	3.1	2.2	2.5		
LOW	%	95.1	1.2	- 1.9	0.1	0.3	- 2.7	1.5	1.3	- 1.1	- 0.4	0.4		
	SE	0.7	0.9	1.7	1.0	1.1	1.7	0.9	1.0	1.2	0.6	0.7		
U611	%	13.0	3.9	- 0.2	1.2	- 5.0	- 1.5	0.3	4.6	- 3.7	- 0.6	0.7	3	
HIGH	SE	1.1	1.7	1.9	1.8	1.4	1.8	1.7	2.0	1.6	0.8	1.0		
AVER	%	47.3	9.3	0.8	0.7	-10.4▽	- 2.2	- 1.5	8.1△	- 4.7	- 0.3	0.3		
	SE	1.9	3.1	4.3	2.9	2.8	3.5	3.1	3.3	2.9	1.7	2.0		
LOW	%	93.0	3.5	- 8.1	2.4	0.8	- 2.0	2.0	2.3	- 2.9	- 0.2	0.3		
	SE	1.3	1.4	4.0	1.6	1.5	2.0	1.6	1.5	3.1	1.1	1.4		

Age 13

EX. NO.		NATL	GEOGRAPHIC REGION NE	SE	C	W	SIZE OF COMMUNITY BIG CITY	URBAN FRINGE	MED CITY	SMALL PLACE	SEX M	F	OBJ	OVERLAP EX. NO.
R201	%	91.3	1.0	- 3.7	0.4	1.4	- 2.1	2.6	- 0.5	- 0.5	- 0.6	0.6	1	
	SE	1.2	1.9	2.6	2.2	1.8	2.1	2.2	1.8	2.2	1.3	1.2		
R202	%	77.8	4.7	- 5.8	3.9	- 3.7	- 6.1	3.6	5.6	- 4.7	- 1.4	2.1	1	R104
	SE	1.6	2.2	3.3	2.0	3.0	3.3	2.2	2.3	2.9	1.2	1.3		
R203	%	66.9	- 2.1	- 9.3	2.8	6.4△	- 4.8	2.2	0.6	0.7	0.3	- 0.3	1	R103 R301
	SE	1.9	2.8	3.7	3.6	3.1	3.6	3.8	3.1	2.6	1.8	1.7		
R204	%	45.9	10.8△	-11.2	5.8	-10.4▽	-15.7▽	8.3	5.2	- 1.4	3.2△	- 4.4	2	R305 R405
	SE	1.5	2.6	3.4	2.3	2.3	2.8	2.7	3.0	2.2	1.4	1.8		
R205	%	27.2	2.1	- 1.4	- 0.8	0.2	2.9	1.0	3.4	- 5.5	- 1.3	1.5	2	R403
	SE	1.8	3.0	2.9	2.8	2.7	3.3	2.7	2.6	2.6	1.5	1.8		
R206	%	26.4	4.9	- 8.0	2.1	- 0.6	- 4.2	4.9	- 1.4	- 0.6	- 1.8	1.0	2	R105 R106
	SE	1.3	2.2	2.4	2.6	2.1	2.0	2.1	2.3	2.4	1.8	1.5		R304 R404
R207	%	88.8	1.6	- 6.4	4.0	- 0.1	- 2.5	3.8	2.6	- 4.3	- 0.7	1.0	4	
	SE	1.2	1.7	3.3	1.5	1.6	2.1	1.6	1.5	2.5	0.9	0.9		
R208	%	87.8	- 0.5▽	- 1.6△	- 0.7	2.7△	1.5△	0.2	3.6	- 5.3	- 1.7	1.6	4	R109 R408
	SE	1.0	1.6	1.7	1.9	1.4	1.6	1.8	1.5	2.0	1.1	1.0		
R209	%	86.5	- 3.5▽	2.2△	- 0.3	2.1	3.8△	- 1.8▽	0.2	- 1.3	- 1.4	1.4	4	R108 R307
	SE	1.2	1.9	1.9	2.1	1.8	1.5	2.0	1.9	2.3	1.2	1.3		
R210	%	60.7	1.0	-11.1	9.2△	- 2.3	- 2.4	4.0	2.6	- 4.9	- 3.3	2.4	4	R306 R407
	SE	1.8	2.8	3.5	2.2	2.7	2.6	2.4	2.8	3.8	2.0	1.6		
R211	%	15.9	0.1	0.5△	- 1.0	0.6	1.8△	1.6	- 2.8▽	0.0	- 1.3	1.4	4	
	SE	1.1	1.9	2.3	1.7	1.8	1.7	2.0	1.7	1.8	1.1	1.1		
U701	%	54.6	0.0	- 8.4	4.4	2.2	- 5.0	2.7	4.3	- 3.9	1.7	- 1.3	1	
	SE	1.8	3.1	3.5	3.0	2.9	4.1	2.8	3.1	3.1	2.2	1.7		

Age 13

EX. NO.		NATL	GEOGRAPHIC REGION NE	SE	C	W	SIZE OF COMMUNITY BIG CITY	URBAN FRINGE	MED CITY	SMALL PLACE	SEX M	F	OBJ	OVERLAP EX. NO.
U702	%	48.3	6.6	- 7.4	1.3	- 1.9	- 1.6	4.7	- 1.1	- 2.4	- 3.7	3.6	1	U605
	SE	1.5	2.4	3.4	2.4	2.4	2.5	2.4	2.9	2.4	1.6	1.6		
U703	%	19.0	3.0	- 7.8	- 1.2	5.5△	1.7	4.2	2.8	- 6.9▽	- 0.6	0.7	1	U801
	SE	1.6	2.5	2.8	2.6	2.4	2.7	2.4	2.5	2.1	1.5	1.8		
U704	%	75.3	2.3	- 5.8	3.9	- 1.1	- 4.7	3.1	- 3.0▽	4.0△	- 2.7	2.2	2	U902
	SE	1.1	1.9	2.7	1.7	1.7	2.3	1.9	2.0	1.6	1.4	1.1		
U705	%	12.3	8.3△	- 7.2	- 1.9▽	- 0.1	- 0.8	- 0.7▽	3.4	- 2.4	2.1△	- 1.6	2	
	SE	1.1	2.2	1.5	1.7	1.6	2.5	1.7	1.8	1.5	1.4	1.1		
U706	%	**87.9**	3.6	- 4.3	0.7	- 1.0	- 0.1	2.4	0.0	- 2.4	- 1.1	0.9	4	U608 U805 U904
	SE	1.0	1.6	1.9	1.4	1.8	1.9	1.2	2.1	1.5	0.9	0.9		
U707	%	77.8	- 1.0	1.2△	1.0	- 1.1	- 4.3	1.8	- 3.3▽	4.8△	- 5.7	5.6△	4	U806 U905
	SE	1.2	2.0	2.2	1.7	2.2	2.3	1.9	2.1	1.6	1.1	1.1		
U708	%	74.7	- 0.4	1.0△	- 2.2	2.4	- 0.5	1.8	4.8	- 6.1	3.1	- 2.4	4	
	SE	1.8	3.0	3.5	2.8	3.2	4.0	2.6	2.8	2.8	2.1	1.8		
U709	%	62.8	4.5	- 1.4	2.0	- 5.8▽	1.1	- 2.2▽	4.0	- 3.1	1.7	- 1.7	4	U906
	SE	1.4	2.1	3.3	2.3	2.2	2.2	2.2	2.7	2.4	1.3	1.4		
U710	%	54.9	4.1	- 2.7	1.5	- 3.0	- 3.0	5.2	- 1.0	- 1.6	1.7	- 1.3	4	
	SE	1.4	2.0	2.0	2.6	2.4	2.5	2.9	2.1	2.0	1.5	1.2		
ESSAY EXERCISES														
R212 HIGH	%	11.5	1.9	- 2.8	1.9	- 2.3	- 4.6	4.3	0.1	- 0.8	0.6	- 1.0	1	
	SE	1.1	1.7	1.8	2.2	1.7	1.8	2.2	1.7	1.7	1.0	1.3		
AVER	%	49.2	3.4	- 8.7	6.1	- 4.4	- 8.6	5.4	3.0	- 1.5	2.0△	- 2.7		
	SE	1.7	3.1	2.7	2.7	2.9	3.7	3.0	2.7	2.3	1.4	1.8		
LOW	%	88.6	1.7	- 3.0	3.1	- 3.2	- 9.9	4.0	3.2	0.5	0.6	- 0.9		
	SE	1.1	1.6	2.1	1.6	2.0	2.9	1.4	1.5	1.4	1.0	1.3		

Age 13

EX. NO.		NATL	GEOGRAPHIC REGION NE	SE	C	W	SIZE OF COMMUNITY BIG CITY	URBAN FRINGE	MED CITY	SMALL PLACE	SEX M	F	OBJ	OVERLAP EX. NO.
R213	%	15.1	6.4	- 2.4	0.7	- 6.1	- 0.7	2.4	1.9	- 4.1	- 2.1	1.7	3	
HIGH	SE	1.1	1.8	1.8	1.8	1.7	2.2	1.8	1.9	1.7	1.2	1.0		
AVER	%	48.1	6.6	- 5.7	3.0	- 6.2	- 1.7	5.5	0.4	- 5.0	- 1.4	1.2		
	SE	1.8	3.0	3.3	2.9	2.8	4.3	2.7	3.2	2.6	1.9	1.6		
LOW	%	86.6	1.8	- 4.7	1.6	0.2	- 3.8	3.0	1.7	- 2.0	1.0	- 0.9		
	SE	1.1	2.0	2.1	1.5	1.8	2.4	1.7	1.9	1.6	1.1	1.0		
R214	%	5.7	1.3	- 3.0	- 0.6	1.8	0.2	- 0.3	1.8	- 2.0	- 0.6	0.8	3	R310
HIGH	SE	0.7	1.4	1.1	0.9	1.3	1.5	1.1	1.3	0.9	0.7	0.8		
AVER	%	45.3	11.7△	- 9.9	- 3.9	- 0.8	- 4.6	5.5	3.7	- 6.8	0.5	- 0.7		
	SE	2.3	3.3	4.4	3.1	3.4	4.0	2.8	4.0	3.3	2.1	2.4		
LOW	%	86.8	3.3	- 7.5	3.3	- 1.6	- 3.9	1.5	1.7	- 0.7	- 1.9	1.9		
	SE	1.2	1.3	2.6	2.1	1.9	2.3	1.9	1.6	2.1	1.1	1.1		
U711	%	14.9	1.9	- 4.6	3.2	- 2.3	- 0.6	0.0	5.0	- 4.3	- 0.7	0.7	3	U809
HIGH	SE	1.1	2.3	1.8	1.9	1.7	2.4	1.6	1.9	1.5	1.3	1.3		
AVER	%	52.2	2.9	-10.0	9.3△	- 6.4▽	-10.1▽	4.9	4.3	- 1.0	0.9	- 0.5		
	SE	1.8	4.0	4.3	2.3	2.5	3.7	2.4	3.1	2.9	2.1	2.1		
LOW	%	88.3	1.1	- 7.3	5.0	- 1.5	- 4.7	3.4	1.6	- 1.2	- 0.2	0.2		
	SE	1.3	1.9	4.0	1.6	1.8	2.6	1.6	2.1	2.6	1.2	1.2		
U712	%	13.3	0.5	- 3.1	2.0	- 0.1	1.7	0.7	2.0	- 4.6	1.0	- 0.8	3	
HIGH	SE	1.4	2.4	2.1	2.6	2.3	2.7	2.4	2.5	1.7	1.6	1.3		
AVER	%	48.4	1.9	-11.1	8.0△	- 1.7	- 3.3	5.8	2.4	- 6.8	2.7	- 2.1		
	SE	1.9	3.3	2.8	2.7	3.8	3.9	3.0	3.3	2.8	2.1	1.7		
LOW	%	84.5	0.8	- 5.7	4.4	- 1.0	- 2.8	1.5	1.2	- 0.8	3.0	- 2.3		
	SE	1.4	2.4	3.0	1.7	2.2	2.9	2.0	2.6	1.8	1.3	1.2		

Age 17

EX. NO.		NATL	GEOGRAPHIC REGION NE	SE	C	W	SIZE OF COMMUNITY BIG CITY	URBAN FRINGE	MED CITY	SMALL PLACE	SEX M	F	OBJ	OVERLAP EX. NO.
R301	%	79.0	1.9	- 7.7	- 1.0	6.5	- 8.5	8.3	3.8	- 8.1	- 4.3	3.9	1	R103 R203
	SE	1.8	3.5	3.4	3.0	2.1	3.0	2.7	2.7	3.4	1.9	1.7		
R302	%	75.2	- 4.3	- 1.9	0.7	5.9	- 4.9	- 1.7	2.6	2.4	0.4	- 0.3	1	R401
	SE	2.0	4.2	3.2	2.8	3.0	3.9	3.8	3.2	2.9	2.2	1.8		
R303	%	52.9	1.4	- 6.3	2.3	0.8	-10.4	7.9	0.5	- 2.6	- 5.6	4.7	1	R402
	SE	2.5	5.5	3.8	3.2	3.2	3.9	4.3	3.2	3.5	2.3	1.8		
R304	%	60.7	4.5	-12.5	2.9	1.9	- 7.9	4.2	2.0	- 1.6	0.8	- 0.7	2	R105 R106
	SE	1.7	3.5	3.0	2.4	3.3	3.5	3.3	3.0	2.3	1.8	1.5		R206 R404
R305	%	55.3	2.8	-10.3	3.5	1.4	-12.5▽	5.0	4.9	- 1.8	0.3	- 0.2	2	R204 R405
	SE	1.8	3.4	3.0	2.5	3.5	3.4	3.3	3.0	2.8	2.1	1.6		
R306	%	86.2	0.8	- 5.6	1.6	2.1	- 3.0	7.2	2.0	- 9.0▽	- 1.3	1.3	4	R210 R407
	SE	1.4	2.5	2.7	2.4	1.8	2.4	1.7	2.4	2.3	1.5	1.5		
R307	%	83.5	0.5	- 1.8	1.3	- 0.7	- 0.1△	2.9	- 0.4	- 3.1	0.9△	- 0.8	4	R108 R209
	SE	1.3	2.2	3.0	2.2	1.7	2.2	2.0	2.3	2.2	1.3	1.1		
R308	%	54.4	2.2	1.6△	- 0.1	- 4.3▽	- 9.2	1.8	- 4.1▽	8.0△	- 2.3	2.0	4	R409
	SE	1.4	2.6	2.2	2.3	2.1	2.5	2.4	2.3	2.3	1.7	1.4		
U801	%	52.3	9.6△	- 9.9	- 1.7	1.3	-11.4	10.8	7.1	- 8.9▽	4.8△	- 5.0	1	U703
	SE	1.7	3.0	2.9	3.2	3.2	3.3	3.5	2.7	2.9	1.9	2.2		
U802	%	69.8	- 1.8	-19.0▽	7.9△	9.1△	- 3.6	0.7	1.8	- 0.1	- 1.7	1.7	2	
	SE	1.9	3.5	4.1	2.7	2.5	3.9	3.4	2.6	2.8	2.4	2.4		
U803	%	65.8	- 3.6	- 8.3	5.5	4.3	- 6.1	7.0	5.3	- 6.2	- 3.1	3.6	2	
	SE	1.6	3.2	2.8	2.6	2.9	2.8	2.5	2.5	2.9	1.7	1.8		
U804	%	88.1	- 0.8	- 7.0	3.7	2.6	1.8△	0.0	0.7	- 1.9	- 1.7	1.6	4	
	SE	1.4	3.0	3.6	1.8	1.8	1.8	2.6	2.1	2.5	1.3	1.2		

Age 17

EX. NO.		NATL	GEOGRAPHIC REGION NE	SE	C	W	SIZE OF COMMUNITY BIG CITY	URBAN FRINGE	MED CITY	SMALL PLACE	SEX M	F	OBJ	OVERLAP EX. NO.
U805	%	87.0	- 0.8	- 5.6	3.6	1.3	- 1.1	4.8	0.0	- 3.8	- 2.2	2.3	4	U608 U706
	SE	1.4	2.8	2.7	2.1	2.2	2.9	2.0	2.4	2.1	1.3	1.4		U904
U806	%	78.3	- 3.7▽	- 0.7∠	1.2	2.7	- 5.8	3.5	4.0	- 2.2	- 3.9	4.6	4	U707 U905
	SE	1.2	2.3	2.3	1.9	2.1	2.4	1.7	2.1	1.9	1.3	1.5		
U807	%	17.8	- 1.3	- 2.2∠	0.9	2.1	1.3∠	- 1.2▽	- 1.8▽	1.9△	- 0.4	0.5	4	
	SE	1.2	1.6	2.0	2.5	1.7	1.8	1.9	1.7	2.5	1.3	1.3		
ESSAY EXERCISES														
R309	%	14.5	2.1	- 3.2	0.8	- 0.9	- 3.1	2.2	2.3	- 3.0	0.8	- 0.9	3	
HIGH	SE	1.1	1.9	2.0	1.7	1.8	1.9	1.7	2.0	1.6	1.1	1.2		
AVER	%	51.8	1.1	- 9.1	0.5	6.5	1.5	- 2.9▽	9.4△	- 7.2	- 0.1	0.1		
	SE	2.1	4.2	4.0	3.1	3.0	3.6	3.6	2.7	3.4	2.3	2.6		
LOW	%	82.1	2.1	-13.6	4.0	4.5	- 2.6	1.2	4.8	- 4.6	- 0.9	1.0		
	SE	2.0	3.4	5.1	2.6	2.6	2.8	3.8	2.6	3.1	2.4	2.7		
R310	%	11.0	4.2	- 2.2	- 4.3	2.6	1.1	1.5	1.5	- 4.2	0.2	- 0.2	3	R214
HIGH	SE	0.8	1.3	1.6	1.2	1.5	1.9	1.3	1.3	1.1	0.9	0.7		
AVER	%	33.9	4.3	- 3.9	- 5.0▽	5.1	2.0△	- 2.1▽	4.9	- 3.7	- 1.7	1.4		
	SE	1.7	3.3	3.7	2.4	2.7	3.5	2.8	2.7	2.6	1.9	1.5		
LOW	%	85.9	- 1.6	- 2.7	- 1.5	6.5	- 6.7	3.0	4.4	- 3.4	- 0.9	0.7		
	SE	1.4	2.5	2.6	2.4	1.8	3.1	2.0	2.0	2.8	2.1	1.6		
U808	%	12.4	6.9	- 7.0	- 0.2	- 0.9	- 0.6	1.7	3.5	- 4.8	- 0.5	0.5	3	
HIGH	SE	1.2	2.7	1.5	1.8	1.7	1.8	2.2	2.4	1.6	1.3	1.2		
AVER	%	51.7	7.0	-16.2▽	2.6	3.0	- 5.3	8.1	0.4	- 5.1	- 0.1	0.1		
	SE	2.1	4.1	3.4	3.4	2.9	4.4	3.6	3.9	3.0	2.3	2.1		
LOW	%	86.8	2.8	- 8.9	2.7	1.1	- 7.5	6.4	1.3	- 2.6	- 1.9	1.7		
	SE	1.4	2.1	2.7	2.4	2.2	3.5	1.7	2.7	2.2	1.5	1.3		

Age 17

EX. NO.		NATL	GEOGRAPHIC REGION NE	SE	C	W	SIZE OF COMMUNITY BIG CITY	URBAN FRINGE	MED CITY	SMALL PLACE	SEX M	F	OBJ	OVERLAP EX. NO.
U809	%	14.5	2.8	- 8.1	2.4	1.9	- 2.3	6.9	- 2.8	- 2.3	1.0	- 1.0	3	U711
HIGH	SE	1.0	2.1	1.4	1.4	2.0	2.1	2.0	1.4	1.3	0.9	0.9		
AVER	%	50.3	4.1	-17.0▽	6.5	3.9	- 5.8	12.1△	- 1.9	- 5.4	- 2.2	2.1		
	SE	1.6	2.9	2.8	2.7	2.8	3.9	2.8	2.5	2.2	1.7	1.5		
LOW	%	86.3	3.4	-12.8	4.6	3.1	- 4.3	5.8	- 2.5	- 0.3	0.5	- 0.4		
	SE	1.7	2.5	3.7	2.8	2.6	3.6	2.2	3.2	2.7	1.7	1.6		

Adult

EX. NO.		NATL	GEOGRAPHIC REGION NE	SE	C	W	SIZE OF COMMUNITY BIG CITY	URBAN FRINGE	MED CITY	SMALL PLACE	SEX M	F	OBJ	OVERLAP EX. NO.
R401	%	57.3	1.0	- 6.4	3.2	- 1.1	- 4.7	6.9	- 6.2▽	0.5	- 4.5	4.1	1	R302
	SE	2.4	4.9	5.8	3.2	3.6	4.4	3.6	3.8	3.7	2.0	1.9		
R402	%	38.0	5.6	- 9.1	1.0	0.2	1.3△	1.9	- 2.2	- 1.7	5.1△	- 4.7	1	R303
	SE	2.1	3.7	4.3	3.5	3.6	3.4	3.2	3.7	3.7	2.6	2.4		
R403	%	50.9	1.9	- 1.8	- 2.0	1.8	- 0.6	- 1.5	1.2	1.6	- 4.4	4.4	2	R205
	SE	2.2	3.4	4.4	2.7	5.7	4.1	3.2	3.8	3.3	2.1	2.0		
R404	%	50.3	6.9	-19.1▽	5.4	1.0	-10.6	9.3	- 0.5	- 4.3	- 1.5	1.4	2	R105 R106
	SE	2.7	4.6	4.8	3.8	4.9	5.2	4.4	4.0	4.0	2.3	2.2		R206 R304
R405	%	49.3	1.5	- 6.6	7.3	- 4.6	-10.3	8.4	- 5.9	1.2	- 2.2	2.0	2	R204 R305
	SE	2.7	4.8	5.6	3.4	5.3	6.2	3.6	4.6	3.6	2.8	2.5		
R406	%	97.4	- 3.1▽	- 1.8△	2.3	1.8	0.7△	2.6▽	- 4.0▽	- 0.1△	1.3△	- 1.2	4	
	SE	0.8	1.9	1.6	0.8	0.8	1.2	0.8	2.1	1.0	0.7	0.7		
R407	%	79.3	- 2.7	- 7.2	5.1	3.5	- 8.2	6.5	2.4	- 7.6	- 0.6	0.5	4	R210 R306
	SE	1.9	3.6	3.8	2.8	3.1	4.1	2.4	2.6	3.3	1.9	1.8		
R408	%	71.5	5.8	- 8.2	- 3.3	4.8	- 6.8	5.6	2.2	- 6.6	- 4.4	4.0	4	R109 R208
	SE	2.8	5.5	5.8	3.5	4.6	4.1	4.3	4.1	4.7	2.2	2.0		
R409	%	55.2	2.4	- 5.6	2.6	- 1.7	- 8.1	3.1	2.0	- 0.4	- 3.8	3.6	4	R308
	SE	2.4	3.9	3.9	3.7	4.3	5.3	3.2	3.8	4.1	2.0	1.8		
U901	%	49.9	- 7.7▽	- 9.9	9.0	5.4	- 8.5	- 0.1	10.5△	- 5.9	- 3.9	3.6	1	
	SE	2.6	3.4	4.2	3.7	5.3	3.8	4.5	3.6	3.5	2.7	2.4		
U902	%	75.7	- 0.4	- 8.6	4.2	2.7	- 5.9	4.0	4.3	- 7.1	- 4.3	3.9	2	U704
	SE	2.0	3.4	4.5	2.8	3.0	5.0	2.7	2.7	3.4	1.8	1.7		
U903	%	35.5	6.8	- 6.7	- 6.1▽	5.2	- 4.6	5.3	2.1	- 7.7	2.3△	- 2.2	2	
	SE	3.4	6.5	5.7	4.2	5.8	5.1	5.0	5.5	3.7	2.1	2.0		

Adult

EX. NO.		NATL	GEOGRAPHIC REGION NE	SE	C	W	SIZE OF COMMUNITY BIG CITY	URBAN FRINGE	MED CITY	SMALL PLACE	SEX M	F	OBJ	OVERLAP EX. NO.
U904	%	78.2	8.0△	-10.5	0.7	0.3	7.5△	1.6	- 1.8	- 5.4	2.1	- 1.8	4	U608 U706
	SE	1.8	3.1	3.9	2.5	3.7	2.8	3.4	2.8	3.4	2.1	1.8		U805
U905	%	65.5	0.1	- 5.3	0.5	3.8	- 0.6	6.0	- 3.5	- 5.1	-17.4	16.1△	4	U707 U806
	SE	2.2	4.1	3.6	3.3	3.6	3.9	3.2	3.9	3.0	2.0	1.8		
U906	%	62.8	- 0.2	- 9.1	10.2△	- 7.7▽	- 9.7	4.6	3.7	- 0.8	- 1.4	1.2	4	U709
	SE	2.4	4.4	4.2	3.0	4.0	6.3	4.0	3.3	3.8	2.6	2.1		
ESSAY EXERCISES														
R410	%	14.4	4.9	- 9.4	0.1	1.4	- 0.3	0.5	1.9	- 3.1	0.5	- 0.4	1	
HIGH	SE	1.7	2.8	2.3	2.5	2.9	3.5	2.4	2.7	2.4	1.8	1.6		
AVER	%	57.9	5.2	-10.7	1.2	0.5	- 6.5	1.3	5.5	- 3.0	0.3	- 0.3		
	SE	3.1	5.6	4.9	4.6	5.3	5.8	4.6	4.9	4.5	2.5	2.3		
LOW	%	72.6	0.5	- 9.3	3.5	2.3	- 3.7	0.3	3.7	- 1.7	1.9	- 1.8		
	SE	2.5	4.6	4.9	3.5	4.4	4.9	3.6	4.3	3.1	1.9	1.7		

Overlap Tasks

OVERLAP TASK 7
Administered at Age 13

(13:5-19; Exercise 205)

The seventh-grade history classes at Saluki Junior High School in Saluki, Idaho, are studying how their local government works. The students have become so interested that they have decided to invite Mr. Carmen J. Hatch, the mayor of Saluki, to talk to them about his job.

Chris Cantor, president of the seventh grade, has the job of inviting all guest speakers to the school. Write Chris's letter of invitation to Mayor Hatch.

(Approximately 1-1/2 lined pages were provided for the response.)

SCORING

Acceptable: The letter must:

1) invite the mayor to speak to the class, and
2) suggest a topic (how local government works or about his job), and
3) give the name of the school, and
4) ask for a date or tell the mayor the date they would like for him to come. "At your convenience" is acceptable.

Not acceptable: Failure to include any of the above information.

RESULTS

Age 13

27%	Acceptable
71	Not acceptable
1	No response
99%	

Objective 2

OVERLAP TASK 7
Administered to Adults

(Adult:4-21; Exercise 403)

Let us say that you are an officer in a local club, business association, or church group. One of your responsibilities is to invite people to speak to your organization at one of its regular meetings. Write a letter which offers such an invitation to the mayor of your town, your township committeeman, the manager of one of your local athletic teams, a prominent educator or businessman, or any other person whom you think would be appropriate.

(Approximately 2-1/2 lined pages were provided for the response.)

SCORING

Acceptable: The letter must:

1) be a letter of invitation, and
2) include some reference to an organization that is doing the inviting and ask for or give a a date for the invitation, and
3) be appropriately constructed and acceptably written.

Not acceptable: Omitting any of the above.

RESULTS

Adult

51%	Acceptable
21	Not acceptable
28	No response
100%	

Objective 2

Overlap Tasks

Overlap Task 8, the Famous Person essay, is reported separately for Ages 13 (Exercise No. R214) and 17 (Exercise No. R310).

Overlap Tasks

OVERLAP TASK 9
Administered at Age 9

(9:2-20; Exercise 108)

Mark any of these things that you have written outside school just for fun.

Joke
Poem
Report
Story
Other (explain on the lines below)
No response

(Three lines were provided for additional responses.)

RESULTS

Percentage who stated they had written:

93% 1 or more of the items listed

Objective 4

OVERLAP TASK 9
Administered at Ages 13 and 17

(13:12-16, 17:10-13; Exercises 209 and 307)

Other than for a school assignment, have you ever written any of the following:

Poem
Yes
No
Short Story
Yes
No
Play
Yes
No
Article for a magazine
Yes
No
Story for a newspaper
Yes
No
Words for a song
Yes
No

RESULTS

Age 13	Age 17	Percentage who stated they had written:
87%	84%	1 or more of the items listed

Objective 4

OVERLAP TASK 10
Administered at Ages 9, 13, and Adult

(9:10-21, 13:12-18, Adult:1-6; Exercises 109, 208, and 407)

A. During the last 12 months, did you take any trips away from home?

Yes (Go to B)
No (Go to next exercise)

B. (If "Yes" to A) Did you

1. send a post card while on a trip?
Yes
No
2. write a letter telling about a trip after you got home?
Yes
No
3. write a letter while on a trip?
Yes
No
4. keep a diary while on a trip?
Yes
No
5. make notes about some of the things you saw?
Yes
No
6. write a thank-you note to someone you visited?
Yes
No
7. write a report about a trip after you got home?
Yes
No

Age 9	Age 13	Adult	Percentage who responded to part B; and said "Yes" to:
78%	88%	71%	1 or more questions

Objective 4

Overlap Tasks

OVERLAP TASK 11
Administered at Ages 13, 17, and Adult

(13:11-1, 17:6-17, Adult:8-4; Exercises 210, 306, and 406)

A. During the last 12 months, did you leave a written message for some person?

Age 13	Age 17	Adult	
61%	86%	79%	Yes (Go to B)
39	13	21	No (Go to next exercise)
0	1	0	No response
100%	100%	100%	

B. (If "Yes" to A) About how many times?_____*

*This information was asked as a check on part A, but is not reported.

Objective 4

OVERLAP TASK 12
Administered at Age 17 and Adult

(17:7-17, Adult:7-2; Exercises 308 and 409)

During the last 12 months, did you write a letter to order something through the mail?

Age 17	Adult	
54%	55%	Yes
45	44	No
0	1	No response
99%	100%	

If "Yes," about how many times?_____*

*This information was asked as a check on the above question, but is not reported.

Objective 4

Appendix C

EXERCISE DATA

The tables on the following pages show the data for all exercises, organized by age level, upon which this report is based. Within each age level, released exercises scored acceptable/unacceptable are shown first, followed by unreleased exercises of this type, and then the essay exercises. Exercise numbers are shown in the first column.

For each exercise scored acceptable/unacceptable, there are two rows of data. The first row, labeled %, shows the national percentage of success and the deviation from the national percentage of success for each geographic region, size of community, and sex. The second row, labeled SE, shows the standard error associated with the number above it.

For each essay exercise, there are three pairs of rows of data, each pair of rows showing data comparable to the two rows just described for exercises scored acceptable/unacceptable. In the same column with the exercise number, the three pairs of rows are labeled HIGH, AVER, and LOW, respectively, and represent the three qualities of essay exercises referred to in Chapter 1.

For geographic region and size of community, a triangle pointing up (Δ) indicates an atypical advantage (determined in relation to the median effect for a group); a triangle pointing down (∇) indicates an atypical deficit. No comparison to median performance for a group was made for the high and low essay exercises; therefore, no triangles appear in the data rows for these qualities.

The male (M) and female (F) columns present a special problem. Chapter 2 discusses male-female differences and whether these differences deviate atypically from the median difference. The following tables show separate male and female effects -- the male versus national, and female versus national performance. The male-female difference is obtained by taking the male

effect minus the female effect. The appropriate standard error to use for the sex difference is obtained in the following way:

$$\sqrt{2 \quad [\text{SE(male effect)}]^2 \quad + \quad [\text{SE(female effect)}]^2}$$

In order to indicate an atypical male-female difference, a triangle (Δ) is placed adjacent to the male column when the difference shows a male advantage and adjacent to the female column when the difference shows a female advantage.

At the right side of the tables are two additional columns. The first shows the number of the objective for which each exercise was written. Numbers for exercises which overlap with an exercise are shown, where applicable, in the second column.

Age 9

EX. NO.		NATL	GEOGRAPHIC REGION NE	SE	C	W	SIZE OF COMMUNITY BIG CITY	URBAN FRINGE	MED CITY	SMALL PLACE	SEX M	F	OBJ	OVERLAP EX. NO.
R101	%	87.5	3.4	- 9.6▽	2.2	1.0	- 5.0	4.4	- 0.3	- 1.1	- 2.2	1.9	1	
	SE	1.2	1.5	3.0	2.1	1.8	2.7	1.7	2.2	1.8	1.3	1.0		
R102	%	35.0	3.6	- 4.8	2.5	- 2.6	- 7.5	9.2△	0.9	- 5.2	- 1.3	1.5	1	
	SE	1.8	2.6	2.8	3.3	2.7	2.5	3.1	2.7	2.6	1.6	1.8		
R103	%	31.5	1.5	- 9.4▽	6.2	- 1.7	- 6.0	2.2	- 1.2	2.6	- 0.7	0.7	1	R203 R301
	SE	1.8	2.5	2.9	2.9	2.8	2.8	2.6	3.0	3.4	1.8	1.8		
R104	%	28.3	8.6△	- 3.6	1.0	- 8.3▽	- 8.8	3.5	4.1	- 2.3	- 1.9	2.0	1	R202
	SE	1.4	2.1	2.9	2.1	2.2	2.9	2.0	2.6	2.2	1.5	1.5		
R105	%	16.1	3.9	- 3.5	1.2	- 2.7	- 5.9	2.5	2.1	- 1.0	- 2.1	1.6	2	R106 R206
	SE	1.4	2.3	2.1	2.3	2.2	1.9	2.1	2.8	1.8	1.6	1.3		R304 R404
R106	%	11.7	3.6	- 3.1	1.4	- 3.0	- 3.5	1.5	1.5	- 1.0	0.2	- 0.2	2	R105 R206
	SE	0.8	1.6	1.3	1.3	1.3	1.5	1.4	1.3	1.3	0.7	0.8		R304 R404
R107	%	20.7	1.4	- 3.3	0.9	- 0.1	- 2.7	0.6	1.2	- 0.2	- 0.8	0.6	3	
	SE	1.1	1.9	1.8	1.7	1.9	2.6	1.7	1.6	2.1	1.2	0.9		
R108	%	93.5	0.9▽	- 3.6	1.2	0.5△	- 0.7△	0.2▽	- 2.1	2.1△	1.2△	- 1.3	4	R209 R307
	SE	0.8	1.2	1.7	1.3	1.3	1.7	1.3	1.5	1.3	0.7	0.7		
R109	%	77.6	0.6	- 1.5	- 1.6	2.8△	6.4△	- 1.6▽	- 1.2	- 1.4	- 1.8	2.0	4	R208 R408
	SE	1.3	2.0	3.1	2.0	2.4	2.1	2.1	2.3	2.4	1.3	1.6		
U601	%	86.1	- 0.8▽	0.2	0.2	0.3	- 2.7	3.1	- 2.2	0.5	- 3.3	3.6△	1	
	SE	1.2	1.9	2.0	2.2	1.8	2.2	2.0	2.5	1.7	1.2	1.3		
U602	%	66.7	6.7	- 8.1	0.0	0.4	- 4.1	4.2	7.0△	- 8.8▽	2.1	- 2.6	1	
	SE	1.7	2.6	4.1	2.7	2.8	3.9	2.7	2.4	2.9	1.4	1.8		
U603	%	62.9	- 7.2▽	- 0.7	1.9	5.7△	- 4.8	- 3.3	6.0△	1.7	- 1.5	2.1	1	
	SE	1.8	3.4	2.4	2.6	2.8	3.2	3.2	2.6	2.9	1.4	2.0		

Age 9

EX. NO.		NATL	GEOGRAPHIC REGION NE	SE	C	W	SIZE OF COMMUNITY BIG CITY	URBAN FRINGE	MED CITY	SMALL PLACE	SEX M	F	OBJ	OVERLAP EX. NO.
U604	%	29.5	6.6	0.7	0.6	- 7.3▽	-11.1▽	- 2.6▽	2.4	8.7△	3.8△	- 3.9	1	
	SE	1.6	3.2	3.0	2.5	2.6	2.5	2.7	2.6	2.9	2.1	2.0		
U605	%	28.4	7.9	- 3.1	0.5	- 6.0	- 3.0	3.5	0.5	- 2.1	- 0.1	0.1	1	U702
	SE	1.6	2.5	3.9	2.6	2.3	3.2	2.2	3.3	2.3	1.6	1.9		
U606	%	21.3	1.3	- 5.0	0.0	2.8	- 7.7	8.4△	- 0.1	- 4.8▽	- 0.2	0.2	1	
	SE	1.3	2.4	2.1	1.7	2.6	2.2	2.4	1.9	1.8	1.1	1.1		
U607	%	18.6	2.9	- 2.0	0.3	- 1.8	- 5.2	4.4	1.4	- 2.5	- 0.2	0.2	1	
	SE	1.1	2.1	1.9	1.7	2.3	1.8	2.1	1.8	1.6	1.1	1.2		
U608	%	57.3	2.8	- 2.5	- 0.8	0.2	- 4.6	4.7	- 2.5	0.7	- 1.3	1.4	4	U706 U805
	SE	1.6	2.5	3.3	2.5	2.9	3.6	2.8	2.5	2.2	1.6	1.7		U904
ESSAY EXERCISES														
R110	%	13.4	6.3	- 4.6	0.0	- 3.1	- 1.2	1.9	- 1.4	0.0	0.0	0.0	3	
HIGH	SE	1.1	1.8	1.7	2.2	1.6	1.9	2.3	1.8	1.5	0.9	1.3		
AVER	%	50.8	9.3	- 2.4	- 2.5	- 5.0	- 6.6	3.0	- 0.3	2.2	0.2	- 0.3		
	SE	2.5	3.4	3.5	4.8	4.1	4.0	4.9	4.1	3.4	1.9	2.8		
LOW	%	96.6	1.3	- 1.7	0.7	- 0.9	- 3.0	1.1	1.3	- 0.2	0.3	- 0.5		
	SE	0.5	0.6	1.1	0.7	0.9	1.3	0.6	0.6	0.8	0.4	0.6		
R111	%	20.3	3.0	- 3.7	4.7	- 6.7	- 3.2	0.8	2.0	- 0.7	0.3	- 0.3	3	
HIGH	SE	1.5	2.3	2.3	2.5	2.2	3.1	2.6	2.2	1.9	1.4	1.5		
AVER	%	63.5	8.0	-10.7▽	7.9△	-10.6▽	- 9.0	2.8	0.8	1.7	2.2	- 2.3		
	SE	1.7	2.5	3.0	2.6	2.7	3.8	2.6	2.5	2.8	1.7	1.8		
LOW	%	96.5	1.3	- 0.8	1.4	- 2.9	- 3.6	1.6	0.9	- 0.4	0.3	- 0.4		
	SE	0.5	0.7	1.2	0.7	1.2	1.5	0.6	1.0	0.9	0.6	0.6		

Age 9

EX. NO.		NATL	GEOGRAPHIC REGION NE	SE	C	W	SIZE OF COMMUNITY BIG CITY	URBAN FRINGE	MED CITY	SMALL PLACE	SEX M	F	OBJ	OVERLAP EX. NO.
R112	%	7.8	2.5	0.1	- 0.9	- 1.3	- 1.2	0.4	1.0	- 0.8	- 1.1	0.8	3	
HIGH	SE	0.9	1.7	1.5	1.6	1.3	1.3	1.6	1.7	1.4	1.0	0.8		
AVER	%	59.4	5.6	- 3.4	5.0	- 9.2	-10.9	2.1	2.5	2.7	- 3.8	3.0		
	SE	2.2	3.0	3.4	3.2	4.0	4.0	3.1	4.5	3.1	2.7	2.1		
LOW	%	96.8	0.4	- 2.1	0.1	1.1	- 2.8	0.8	1.2	- 0.3	- 1.1	0.8		
	SE	0.4	0.7	1.0	0.6	0.6	0.9	0.6	0.6	0.7	0.6	0.4		
U609	%	19.7	6.4	- 3.9	- 1.1	- 2.3	- 7.4	7.5	- 0.1	- 2.9	0.3	- 0.3	3	
HIGH	SE	1.7	2.3	2.9	3.2	2.5	2.1	3.4	2.4	2.4	1.5	1.3		
AVER	%	61.5	7.7	-11.3▽	2.6	- 2.6	-10.9	9.9	0.1	- 3.3	- 1.7	1.5		
	SE	2.2	2.9	3.9	4.0	3.3	3.7	3.7	3.4	3.4	2.1	1.7		
LOW	%	95.4	0.8	- 6.3	2.0	1.5	- 3.4	2.4	- 0.3	0.1	- 0.3	0.2		
	SE	0.5	0.8	1.8	0.7	0.7	1.2	0.7	1.1	0.9	0.7	0.6		
U610	%	16.4	- 3.2	- 0.9	5.4	- 3.2	- 6.8	- 0.2	2.8	1.8	1.3	- 1.4	3	
HIGH	SE	1.4	2.0	1.7	2.5	1.8	2.0	1.9	3.1	1.6	1.4	1.5		
AVER	%	54.0	- 1.0	- 2.6	7.3	- 6.5	-11.4	1.6	- 1.5	6.7△	1.9	- 2.0		
	SE	2.1	3.2	4.0	3.4	3.0	4.2	3.4	3.6	3.1	2.2	2.5		
LOW	%	95.1	1.2	- 1.9	0.1	0.3	- 2.7	1.5	1.3	- 1.1	- 0.4	0.4		
	SE	0.7	0.9	1.7	1.0	1.1	1.7	0.9	1.0	1.2	0.6	0.7		
U611	%	13.0	3.9	- 0.2	1.2	- 5.0	- 1.5	0.3	4.6	- 3.7	- 0.6	0.7	3	
HIGH	SE	1.1	1.7	1.9	1.8	1.4	1.8	1.7	2.0	1.6	0.8	1.0		
AVER	%	47.3	9.3	0.8	0.7	-10.4▽	- 2.2	- 1.5	8.1△	- 4.7	- 0.3	0.3		
	SE	1.9	3.1	4.3	2.9	2.8	3.5	3.1	3.3	2.9	1.7	2.0		
LOW	%	93.0	3.5	- 8.1	2.4	0.8	- 2.0	2.0	2.3	- 2.9	- 0.2	0.3		
	SE	1.3	1.4	4.0	1.6	1.5	2.0	1.6	1.5	3.1	1.1	1.4		

Age 13

EX. NO.		NATL	GEOGRAPHIC REGION NE	SE	C	W	SIZE OF COMMUNITY BIG CITY	URBAN FRINGE	MED CITY	SMALL PLACE	SEX M	F	OBJ	OVERLAP EX. NO.
R201	%	91.3	1.0	- 3.7	0.4	1.4	- 2.1	2.6	- 0.5	- 0.5	- 0.6	0.6	1	
	SE	1.2	1.9	2.6	2.2	1.8	2.1	2.2	1.8	2.2	1.3	1.2		
R202	%	77.8	4.7	- 5.8	3.9	- 3.7	- 6.1	3.6	5.6	- 4.7	- 1.4	2.1	1	R104
	SE	1.6	2.2	3.3	2.0	3.0	3.3	2.2	2.3	2.9	1.2	1.3		
R203	%	66.9	- 2.1	- 9.3	2.8	6.4△	- 4.8	2.2	0.6	0.7	0.3	- 0.3	1	R103 R301
	SE	1.9	2.8	3.7	3.6	3.1	3.6	3.8	3.1	2.6	1.8	1.7		
R204	%	45.9	10.8△	-11.2	5.8	-10.4▽	-15.7▽	8.3	5.2	- 1.4	3.2△	- 4.4	2	R305 R405
	SE	1.5	2.6	3.4	2.3	2.3	2.8	2.7	3.0	2.2	1.4	1.8		
R205	%	27.2	2.1	- 1.4	- 0.8	0.2	2.9	1.0	3.4	- 5.5	- 1.3	1.5	2	R403
	SE	1.8	3.0	2.9	2.8	2.7	3.3	2.7	2.6	2.6	1.5	1.8		
R206	%	26.4	4.9	- 8.0	2.1	- 0.6	- 4.2	4.9	- 1.4	- 0.6	- 1.8	1.0	2	R105 R106
	SE	1.3	2.2	2.4	2.6	2.1	2.0	2.1	2.3	2.4	1.8	1.5		R304 R404
R207	%	88.8	1.6	- 6.4	4.0	- 0.1	- 2.5	3.8	2.6	- 4.3	- 0.7	1.0	4	
	SE	1.2	1.7	3.3	1.5	1.6	2.1	1.6	1.5	2.5	0.9	0.9		
R208	%	87.8	- 0.5▽	- 1.6△	- 0.7	2.7△	1.5△	0.2	3.6	- 5.3	- 1.7	1.6	4	R109 R408
	SE	1.0	1.6	1.7	1.9	1.4	1.6	1.8	1.5	2.0	1.1	1.0		
R209	%	86.5	- 3.5▽	2.2△	- 0.3	2.1	3.8△	- 1.8▽	0.2	- 1.3	- 1.4	1.4	4	R108 R307
	SE	1.2	1.9	1.9	2.1	1.8	1.5	2.0	1.9	2.3	1.2	1.3		
R210	%	60.7	1.0	-11.1	9.2△	- 2.3	- 2.4	4.0	2.6	- 4.9	- 3.3	2.4	4	R306 R407
	SE	1.8	2.8	3.5	2.2	2.7	2.6	2.4	2.8	3.8	2.0	1.6		
R211	%	15.9	0.1	0.5△	- 1.0	0.6	1.8△	1.6	- 2.8▽	0.0	- 1.3	1.4	4	
	SE	1.1	1.9	2.3	1.7	1.8	1.7	2.0	1.7	1.8	1.1	1.1		
U701	%	54.6	0.0	- 8.4	4.4	2.2	- 5.0	2.7	4.3	- 3.9	1.7	- 1.3	1	
	SE	1.8	3.1	3.5	3.0	2.9	4.1	2.8	3.1	3.1	2.2	1.7		

Age 13

EX. NO.		NATL	GEOGRAPHIC REGION NE	SE	C	W	SIZE OF COMMUNITY BIG CITY	URBAN FRINGE	MED CITY	SMALL PLACE	SEX M	F	OBJ	OVERLAP EX. NO.
U702	%	48.3	6.6	- 7.4	1.3	- 1.9	- 1.6	4.7	- 1.1	- 2.4	- 3.7	3.6	1	U605
	SE	1.5	2.4	3.4	2.4	2.4	2.5	2.4	2.9	2.4	1.6	1.6		
U703	%	19.0	3.0	- 7.8	- 1.2	5.5△	1.7	4.2	2.8	- 6.9▽	- 0.6	0.7	1	U801
	SE	1.6	2.5	2.8	2.6	2.4	2.7	2.4	2.5	2.1	1.5	1.8		
U704	%	75.3	2.3	- 5.8	3.9	- 1.1	- 4.7	3.1	- 3.0▽	4.0△	- 2.7	2.2	2	U902
	SE	1.1	1.9	2.7	1.7	1.7	2.3	1.9	2.0	1.6	1.4	1.1		
U705	%	12.3	8.3△	- 7.2	- 1.9▽	- 0.1	- 0.8	- 0.7▽	3.4	- 2.4	2.1△	- 1.6	2	
	SE	1.1	2.2	1.5	1.7	1.6	2.5	1.7	1.8	1.5	1.4	1.1		
U706	%	87.9	3.6	- 4.3	0.7	- 1.0	- 0.1	2.4	0.0	- 2.4	- 1.1	0.9	4	U608 U805
	SE	1.0	1.6	1.9	1.4	1.8	1.9	1.2	2.1	1.5	0.9	0.9		U904
U707	%	77.8	- 1.0	1.2△	1.0	- 1.1	- 4.3	1.8	- 3.3▽	4.8△	- 5.7	5.6△	4	U806 U905
	SE	1.2	2.0	2.2	1.7	2.2	2.3	1.9	2.1	1.6	1.1	1.1		
U708	%	74.7	- 0.4	1.0△	- 2.2	2.4	- 0.5	1.8	4.8	- 6.1	3.1	- 2.4	4	
	SE	1.8	3.0	3.5	2.8	3.2	4.0	2.6	2.8	2.8	2.1	1.8		
U709	%	62.8	4.5	- 1.4	2.0	- 5.8▽	1.1	- 2.2▽	4.0	- 3.1	1.7	- 1.7	4	U906
	SE	1.4	2.1	3.3	2.3	2.2	2.2	2.2	2.7	2.4	1.3	1.4		
U710	%	54.9	4.1	- 2.7	1.5	- 3.0	- 3.0	5.2	- 1.0	- 1.6	1.7	- 1.3	4	
	SE	1.4	2.0	2.0	2.6	2.4	2.5	2.9	2.1	2.0	1.5	1.2		
ESSAY EXERCISES														
R212	%	11.5	1.9	- 2.8	1.9	- 2.3	- 4.6	4.3	0.1	- 0.8	0.6	- 1.0	1	
HIGH	SE	1.1	1.7	1.8	2.2	1.7	1.8	2.2	1.7	1.7	1.0	1.3		
AVER	%	49.2	3.4	- 8.7	6.1	- 4.4	- 8.6	5.4	3.0	- 1.5	2.0△	- 2.7		
	SE	1.7	3.1	2.7	2.7	2.9	3.7	3.0	2.7	2.3	1.4	1.8		
LOW	%	88.6	1.7	- 3.0	3.1	- 3.2	- 9.9	4.0	3.2	0.5	0.6	- 0.9		
	SE	1.1	1.6	2.1	1.6	2.0	2.9	1.4	1.5	1.4	1.0	1.3		

Age 13

EX. NO.		NATL	GEOGRAPHIC REGION NE	SE	C	W	SIZE OF COMMUNITY BIG CITY	URBAN FRINGE	MED CITY	SMALL PLACE	SEX M	F	OBJ	OVERLAP EX. NO.
R213	%	15.1	6.4	- 2.4	0.7	- 6.1	- 0.7	2.4	1.9	- 4.1	- 2.1	1.7	3	
HIGH	SE	1.1	1.8	1.8	1.8	1.7	2.2	1.8	1.9	1.7	1.2	1.0		
AVER	%	48.1	6.6	- 5.7	3.0	- 6.2	- 1.7	5.5	0.4	- 5.0	- 1.4	1.2		
	SE	1.8	3.0	3.3	2.9	2.8	4.3	2.7	3.2	2.6	1.9	1.6		
LOW	%	86.6	1.8	- 4.7	1.6	0.2	- 3.8	3.0	1.7	- 2.0	1.0	- 0.9		
	SE	1.1	2.0	2.1	1.5	1.8	2.4	1.7	1.9	1.6	1.1	1.0		
R214	%	5.7	1.3	- 3.0	- 0.6	1.8	0.2	- 0.3	1.8	- 2.0	- 0.6	0.8	3	R310
HIGH	SE	0.7	1.4	1.1	0.9	1.3	1.5	1.1	1.3	0.9	0.7	0.8		
AVER	%	45.3	11.7Δ	- 9.9	- 3.9	- 0.8	- 4.6	5.5	3.7	- 6.8	0.5	- 0.7		
	SE	2.3	3.3	4.4	3.1	3.4	4.0	2.8	4.0	3.3	2.1	2.4		
LOW	%	86.8	3.3	- 7.5	3.3	- 1.6	- 3.9	1.5	1.7	- 0.7	- 1.9	1.9		
	SE	1.2	1.3	2.6	2.1	1.9	2.3	1.9	1.6	2.1	1.1	1.1		
U711	%	14.9	1.9	- 4.6	3.2	- 2.3	- 0.6	0.0	5.0	- 4.3	- 0.7	0.7	3	U809
HIGH	SE	1.1	2.3	1.8	1.9	1.7	2.4	1.6	1.9	1.5	1.3	1.3		
AVER	%	52.2	2.9	-10.0	9.3Δ	- 6.4▽	-10.1▽	4.9	4.3	- 1.0	0.9	- 0.5		
	SE	1.8	4.0	4.3	2.3	2.5	3.7	2.4	3.1	2.9	2.1	2.1		
LOW	%	88.3	1.1	- 7.3	5.0	- 1.5	- 4.7	3.4	1.6	- 1.2	- 0.2	0.2		
	SE	1.3	1.9	4.0	1.6	1.8	2.6	1.6	2.1	2.6	1.2	1.2		
U712	%	13.3	0.5	- 3.1	2.0	- 0.1	1.7	0.7	2.0	- 4.6	1.0	- 0.8	3	
HIGH	SE	1.4	2.4	2.1	2.6	2.3	2.7	2.4	2.5	1.7	1.6	1.3		
AVER	%	48.4	1.9	-11.1	8.0Δ	- 1.7	- 3.3	5.8	2.4	- 6.8	2.7	- 2.1		
	SE	1.9	3.3	2.8	2.7	3.8	3.9	3.0	3.3	2.8	2.1	1.7		
LOW	%	84.5	0.8	- 5.7	4.4	- 1.0	- 2.8	1.5	1.2	- 0.8	3.0	- 2.3		
	SE	1.4	2.4	3.0	1.7	2.2	2.9	2.0	2.6	1.8	1.3	1.2		

Age 17

EX. NO.		NATL	GEOGRAPHIC REGION NE	SE	C	W	SIZE OF COMMUNITY BIG CITY	URBAN FRINGE	MED CITY	SMALL PLACE	SEX M	F	OBJ	OVERLAP EX. NO.
R301	%	79.0	1.9	- 7.7	- 1.0	6.5	- 8.5	8.3	3.8	- 8.1	- 4.3	3.9	1	R103 R203
	SE	1.8	3.5	3.4	3.0	2.1	3.0	2.7	2.7	3.4	1.9	1.7		
R302	%	75.2	- 4.3	- 1.9	0.7	5.9	- 4.9	- 1.7	2.6	2.4	0.4	- 0.3	1	R401
	SE	2.0	4.2	3.2	2.8	3.0	3.9	3.8	3.2	2.9	2.2	1.8		
R303	%	52.9	1.4	- 6.3	2.3	0.8	-10.4	7.9	0.5	- 2.6	- 5.6	4.7	1	R402
	SE	2.5	5.5	3.8	3.2	3.2	3.9	4.3	3.2	3.5	2.3	1.8		
R304	%	60.7	4.5	-12.5	2.9	1.9	- 7.9	4.2	2.0	- 1.6	0.8	- 0.7	2	R105 R106
	SE	1.7	3.5	3.0	2.4	3.3	3.5	3.3	3.0	2.3	1.8	1.5		R206 R404
R305	%	55.3	2.8	-10.3	3.5	1.4	-12.5▽	5.0	4.9	- 1.8	0.3	- 0.2	2	R204 R405
	SE	1.8	3.4	3.0	2.5	3.5	3.4	3.3	3.0	2.8	2.1	1.6		
R306	%	86.2	0.8	- 5.6	1.6	2.1	- 3.0	7.2	2.0	- 9.0▽	- 1.3	1.3	4	R210 R407
	SE	1.4	2.5	2.7	2.4	1.8	2.4	1.7	2.4	2.3	1.5	1.5		
R307	%	83.5	0.5	- 1.8	1.3	- 0.7	- 0.1△	2.9	- 0.4	- 3.1	0.9△	- 0.8	4	R108 R209
	SE	1.3	2.2	3.0	2.2	1.7	2.2	2.0	2.3	2.2	1.3	1.1		
R308	%	54.4	2.2	1.6△	- 0.1	- 4.3▽	- 9.2	1.8	- 4.1▽	8.0△	- 2.3	2.0	4	R409
	SE	1.4	2.6	2.2	2.3	2.1	2.5	2.4	2.3	2.3	1.7	1.4		
U801	%	52.3	9.6△	- 9.9	- 1.7	1.3	-11.4	10.8	7.1	- 8.9▽	4.8△	- 5.0	1	U703
	SE	1.7	3.0	2.9	3.2	3.2	3.3	3.5	2.7	2.9	1.9	2.2		
U802	%	69.8	- 1.8	-19.0▽	7.9△	9.1△	- 3.6	0.7	1.8	- 0.1	- 1.7	1.7	2	
	SE	1.9	3.5	4.1	2.7	2.5	3.9	3.4	2.6	2.8	2.4	2.4		
U803	%	65.8	- 3.6	- 8.3	5.5	4.3	- 6.1	7.0	5.3	- 6.2	- 3.1	3.6	2	
	SE	1.6	3.2	2.8	2.6	2.9	2.8	2.5	2.5	2.9	1.7	1.8		
U804	%	88.1	- 0.8	- 7.0	3.7	2.6	1.8△	0.0	0.7	- 1.9	- 1.7	1.6	4	
	SE	1.4	3.0	3.6	1.8	1.8	1.8	2.6	2.1	2.5	1.3	1.2		

Age 17

EX. NO.		NATL	GEOGRAPHIC REGION NE	SE	C	W	SIZE OF COMMUNITY BIG CITY	URBAN FRINGE	MED CITY	SMALL PLACE	SEX M	F	OBJ	OVERLAP EX. NO.
U805	%	87.0	- 0.8	- 5.6	3.6	1.3	- 1.1	4.8	0.0	- 3.8	- 2.2	2.3	4	U608 U706
	SE	1.4	2.8	2.7	2.1	2.2	2.9	2.0	2.4	2.1	1.3	1.4		U904
U806	%	78.3	- 3.7▽	- 0.7∠	1.2	2.7	- 5.8	3.5	4.0	- 2.2	- 3.9	4.6	4	U707 U905
	SE	1.2	2.3	2.3	1.9	2.1	2.4	1.7	2.1	1.9	1.3	1.5		
U807	%	17.8	- 1.3	- 2.2∠	0.9	2.1	1.3∠	- 1.2▽	- 1.8▽	1.9△	- 0.4	0.5	4	
	SE	1.2	1.6	2.0	2.5	1.7	1.8	1.9	1.7	2.5	1.3	1.3		
ESSAY EXERCISES														
R309	%	14.5	2.1	- 3.2	0.8	- 0.9	- 3.1	2.2	2.3	- 3.0	0.8	- 0.9	3	
HIGH	SE	1.1	1.9	2.0	1.7	1.8	1.9	1.7	2.0	1.6	1.1	1.2		
AVER	%	51.8	1.1	- 9.1	0.5	6.5	1.5	- 2.9▽	9.4△	- 7.2	- 0.1	0.1		
	SE	2.1	4.2	4.0	3.1	3.0	3.6	3.6	2.7	3.4	2.3	2.6		
LOW	%	82.1	2.1	-13.6	4.0	4.5	- 2.6	1.2	4.8	- 4.6	- 0.9	1.0		
	SE	2.0	3.4	5.1	2.6	2.6	2.8	3.8	2.6	3.1	2.4	2.7		
R310	%	11.0	4.2	- 2.2	- 4.3	2.6	1.1	1.5	1.5	- 4.2	0.2	- 0.2	3	R214
HIGH	SE	0.8	1.3	1.6	1.2	1.5	1.9	1.3	1.3	1.1	0.9	0.7		
AVER	%	33.9	4.3	- 3.9	- 5.0▽	5.1	2.0△	- 2.1▽	4.9	- 3.7	- 1.7	1.4		
	SE	1.7	3.3	3.7	2.4	2.7	3.5	2.8	2.7	2.6	1.9	1.5		
LOW	%	85.9	- 1.6	- 2.7	- 1.5	6.5	- 6.7	3.0	4.4	- 3.4	- 0.9	0.7		
	SE	1.4	2.5	2.6	2.4	1.8	3.1	2.0	2.0	2.8	2.1	1.6		
U808	%	12.4	6.9	- 7.0	- 0.2	- 0.9	- 0.6	1.7	3.5	- 4.8	- 0.5	0.5	3	
HIGH	SE	1.2	2.7	1.5	1.8	1.7	1.8	2.2	2.4	1.6	1.3	1.2		
AVER	%	51.7	7.0	-16.2▽	2.6	3.0	- 5.3	8.1	0.4	- 5.1	- 0.1	0.1		
	SE	2.1	4.1	3.4	3.4	2.9	4.4	3.6	3.9	3.0	2.3	2.1		
LOW	%	86.8	2.8	- 8.9	2.7	1.1	- 7.5	6.4	1.3	- 2.6	- 1.9	1.7		
	SE	1.4	2.1	2.7	2.4	2.2	3.5	1.7	2.7	2.2	1.5	1.3		

Age 17

EX. NO.		NATL	GEOGRAPHIC REGION NE	SE	C	W	SIZE OF COMMUNITY BIG CITY	URBAN FRINGE	MED CITY	SMALL PLACE	SEX M	F	OBJ	OVERLAP EX. NO.
U809	%	14.5	2.8	- 8.1	2.4	1.9	- 2.3	6.9	- 2.8	- 2.3	1.0	- 1.0	3	U711
HIGH	SE	1.0	2.1	1.4	1.4	2.0	2.1	2.0	1.4	1.3	0.9	0.9		
AVER	%	50.3	4.1	-17.0▽	6.5	3.9	- 5.8	12.1△	- 1.9	- 5.4	- 2.2	2.1		
	SE	1.6	2.9	2.8	2.7	2.8	3.9	2.8	2.5	2.2	1.7	1.5		
LOW	%	86.3	3.4	-12.8	4.6	3.1	- 4.3	5.8	- 2.5	- 0.3	0.5	- 0.4		
	SE	1.7	2.5	3.7	2.8	2.6	3.6	2.2	3.2	2.7	1.7	1.6		

Adult

EX. NO.		NATL	GEOGRAPHIC REGION NE	SE	C	W	SIZE OF COMMUNITY BIG CITY	URBAN FRINGE	MED CITY	SMALL PLACE	SEX M	F	OBJ	OVERLAP EX. NO.
R401	%	57.3	1.0	- 6.4	3.2	- 1.1	- 4.7	6.9	- 6.2▽	0.5	- 4.5	4.1	1	R302
	SE	2.4	4.9	5.8	3.2	3.6	4.4	3.6	3.8	3.7	2.0	1.9		
R402	%	38.0	5.6	- 9.1	1.0	0.2	1.3△	1.9	- 2.2	- 1.7	5.1△	- 4.7	1	R303
	SE	2.1	3.7	4.3	3.5	3.6	3.4	3.2	3.7	3.7	2.6	2.4		
R403	%	50.9	1.9	- 1.8	- 2.0	1.8	- 0.6	- 1.5	1.2	1.6	- 4.4	4.4	2	R205
	SE	2.2	3.4	4.4	2.7	5.7	4.1	3.2	3.8	3.3	2.1	2.0		
R404	%	50.3	6.9	-19.1▽	5.4	1.0	-10.6	9.3	- 0.5	- 4.3	- 1.5	1.4	2	R105 R106
	SE	2.7	4.6	4.8	3.8	4.9	5.2	4.4	4.0	4.0	2.3	2.2		R206 R304
R405	%	49.3	1.5	- 6.6	7.3	- 4.6	-10.3	8.4	- 5.9	1.2	- 2.2	2.0	2	R204 R305
	SE	2.7	4.8	5.6	3.4	5.3	6.2	3.6	4.6	3.6	2.8	2.5		
R406	%	97.4	- 3.1▽	- 1.8△	2.3	1.8	0.7△	2.6▽	- 4.0▽	- 0.1△	1.3△	- 1.2	4	
	SE	0.8	1.9	1.6	0.8	0.8	1.2	0.8	2.1	1.0	0.7	0.7		
R407	%	79.3	- 2.7	- 7.2	5.1	3.5	- 8.2	6.5	2.4	- 7.6	- 0.6	0.5	4	R210 R306
	SE	1.9	3.6	3.8	2.8	3.1	4.1	2.4	2.6	3.3	1.9	1.8		
R408	%	71.5	5.8	- 8.2	- 3.3	4.8	- 6.8	5.6	2.2	- 6.6	- 4.4	4.0	4	R109 R208
	SE	2.8	5.5	5.8	3.5	4.6	4.1	4.3	4.1	4.7	2.2	2.0		
R409	%	55.2	2.4	- 5.6	2.6	- 1.7	- 8.1	3.1	2.0	- 0.4	- 3.8	3.6	4	R308
	SE	2.4	3.9	3.9	3.7	4.3	5.3	3.2	3.8	4.1	2.0	1.8		
U901	%	49.9	- 7.7▽	- 9.9	9.0	5.4	- 8.5	- 0.1	10.5△	- 5.9	- 3.9	3.6	1	
	SE	2.6	3.4	4.2	3.7	5.3	3.8	4.5	3.6	3.5	2.7	2.4		
U902	%	75.7	- 0.4	- 8.6	4.2	2.7	- 5.9	4.0	4.3	- 7.1	- 4.3	3.9	2	U704
	SE	2.0	3.4	4.5	2.8	3.0	5.0	2.7	2.7	3.4	1.8	1.7		
U903	%	35.5	6.8	- 6.7	- 6.1▽	5.2	- 4.6	5.3	2.1	- 7.7	2.3△	- 2.2	2	
	SE	3.4	6.5	5.7	4.2	5.8	5.1	5.0	5.5	3.7	2.1	2.0		

Adult

EX. NO.		NATL	GEOGRAPHIC REGION NE	SE	C	W	SIZE OF COMMUNITY BIG CITY	URBAN FRINGE	MED CITY	SMALL PLACE	SEX M	F	OBJ	OVERLAP EX. NO.
U904	%	78.2	8.0Δ	-10.5	0.7	0.3	7.5Δ	1.6	- 1.8	- 5.4	2.1	- 1.8	4	U608 U706
	SE	1.8	3.1	3.9	2.5	3.7	2.8	3.4	2.8	3.4	2.1	1.8		U805
U905	%	65.5	0.1	- 5.3	0.5	3.8	- 0.6	6.0	- 3.5	- 5.1	-17.4	16.1Δ	4	U707 U806
	SE	2.2	4.1	3.6	3.3	3.6	3.9	3.2	3.9	3.0	2.0	1.8		
U906	%	62.8	- 0.2	- 9.1	10.2Δ	- 7.7▽	- 9.7	4.6	3.7	- 0.8	- 1.4	1.2	4	U709
	SE	2.4	4.4	4.2	3.0	4.0	6.3	4.0	3.3	3.8	2.6	2.1		
ESSAY EXERCISES														
R410	%	14.4	4.9	- 9.4	0.1	1.4	- 0.3	0.5	1.9	- 3.1	0.5	- 0.4	1	
HIGH	SE	1.7	2.8	2.3	2.5	2.9	3.5	2.4	2.7	2.4	1.8	1.6		
AVER	%	57.9	5.2	-10.7	1.2	0.5	- 6.5	1.3	5.5	- 3.0	0.3	- 0.3		
	SE	3.1	5.6	4.9	4.6	5.3	5.8	4.6	4.9	4.5	2.5	2.3		
LOW	%	72.6	0.5	- 9.3	3.5	2.3	- 3.7	0.3	3.7	- 1.7	1.9	- 1.8		
	SE	2.5	4.6	4.9	3.5	4.4	4.9	3.6	4.3	3.1	1.9	1.7		